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thought we could accomplish that. But then coming back this session, I thought maybe we needed more than just the report card. So on that accountability and what people talk about, being able to look and compare with schools, I think we accomplish with the writing assessment. That's...that's my opinion. I think that's the way that we can, with one common measurement, go forward and say we have learned a great deal about our schools with the writing assessment. Having to write on a subject uses all of those other skills as an indicator in other subject matters. The plan that the commissioner wants to have is not about accountability. It's about if standards are making a difference in the classroom. And so you have parallel tracks. They are not the same issue. And in determining if those standards are making a difference, my greatest concern is that I would encourage school districts across the state to adopt standards that are more rigorous than those of the state board. And so what we will have is we will have the state board's standards. That would be, I think they say, a minimum of what students should know. If we develop one test based on those standards, that test will just be a minimum of what students should know. And I do not believe for those schools, and I hope a large majority of them, that will be adopting standards more rigorous, that they will be able to do any kind of a measurement to see if those are making a difference in their classroom unless they do as you suggested and do the writing assessment, the state, the one test, and then come back in and do the multiple test approach. That seems to me a great deal of testing when we can accomplish, I think, what you're talking about, an accountability, with the writing assessment. That's where I have difficulty in understanding why we can't come to an agreement that that's the accountability piece. And without regard to what the commissioner wants to do with the multiple test approach, I think the one test does the very same thing as the writing assessment. They use one common measurement and we see how schools are performing, only I think it's a fairer way of doing it than just going down a multiple choice test. I think it's a better demonstration of really what students know, can do, and how they're performing. The other approach as to how the standards, if they are making a difference in the classroom, if we base the test on what the minimum standard should be, I think we're missing the mark, missing the target of where we would hope schools should be.