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that we're back to where we all thought we were before, I think, testing against the state standards. And then the second issue has been...the second issue is the issue of whether there was one test or multiple tests. And that issue has essentially been...has been compromised, and the compromise is simply this--that for the first go round, the first time you test writing, the first time you test the other subjects, history, mathematics, the first go around everybody can use the test that they make up or somebody else's test, they can use whatever they want. And after the go round, let's say it's mathematics, for example, you...you...you've gone the first time and tested against...tested mathematics against the state standards. Maybe there were 25 different, 30 different tests out there that were used. Some schools used the same test, others chose to do their own individual test, that's fine. So you don't have one test. The second time around, though, under the amendment as it will be stated to you, you would use one of five model tests, one of five tests. And I would rather see that be three tests and we can talk about that. That will be, I think, the only thing that at least I know of right now that's not agreed upon. So the second time around, when you test mathematics, everybody will be using one of three tests. That particular compromise has a couple of things that I like about it. That...although it doesn't get to one test, it has the advantage, I think, of allowing for experimentation amongst the schools in developing their assessment tool, in developing a test, so that we can see what the different schools come up with. It has the advantage of, to the extent that they take it seriously, involving all teachers at at least one point in time with...intimately with the question of developing assessments, and what kind of assessment they should have, and what it should be like, and how it should be structured, and all those questions that go into structuring an assessment tool or a test. So it has all of those advantages, but then it does have the advantage, coming from my perspective of preferring one test, of getting down the second time around to the three models. So that then we can begin to see whether we like the idea of a limited number of models. Do we want to go further to one model, one test in other words, or do we want to stay at three to five, wherever we end up on this amendment? And it gives us time to ourselves assess how the assessment has been doing and how it's operated under the...under a compromise that will be in effect for