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us who are providing funding for all the school districts, from a number of different perspectives and from the public's perspective, I think the public is interested in knowing not that individual students are going to be in any way affected by the testing, but I think they are interested in knowing whether the school districts are doing a good job and this is one of the ways...

SENATOR RAIKES: Wouldn't you in fact hope that an individual student would be impacted by the testing at least in the sense because there is this assessment mechanism, the teachers, the school system would be inspired to provide a better education in some manner or another?

SENATOR BEUTLER: Well, in that sense, obviously, yes, Senator, I would hope that there would be a positive effect upon the student. What I mean is we're not using this test to get any information...

SPEAKER KRISTENSEN: One minute.

SENATOR BEUTLER: ...to anybody about an individual student or to decide whether an individual student will graduate or not graduate as many states do and as a majority of the people of this state support, by the way. We're not doing that, though. We're using it as an educational tool with respect to the performance of schools generally.

SENATOR RAIKES: I appreciate your explanation. It seems to me that we're getting away...with this compromise, we're getting away from the notion of using these assessments as a part of the educational experience or educational design as compared to accountability. It seems that we have elevated the role of accountability with what I'm hearing you describe. I would feel more comfortable actually if you were allowed...if you didn't have these distinct models that were tied to the state standards when the particular system that is employing the test may not have adopted the state standards. They may have adopted something more rigorous than the state standards.

SPEAKER KRISTENSEN: Time.