

From: Ellen Weaver <Ellen@palmettopolicy.org>
To: Soura, ChristianChristianSoura@gov.sc.gov
Date: 6/6/2014 5:02:17 PM
Subject: Fwd: ICYMI: ExcelinEd CEO Responds #OnTheFly to Union Leader on Testing and Accountability

We avoided the train wreck!

Just wanted to be sure you'd seen this. Excited that we now have a policy in place that if implemented well can maximize the impact of the budgeted dollars.

Have a great weekend,

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Sent from my ellePad

Begin forwarded message:

From: Foundation for Excellence in Education <info@excelined.org>
Date: June 6, 2014 at 11:46:57 AM EDT
To: <ellen@palmettopolicy.org>
Subject: ICYMI: ExcelinEd CEO Responds #OnTheFly to Union Leader on Testing and Accountability
Reply-To: Foundation for Excellence in Education <info@excelined.org>

Education standards and accountability continue to ignite passionate conversations around kitchen tables and in national news. Among recent attempts to discredit test-based accountability for student learning was a piece from Linda Darling-Hammond and Randi Weingarten in the Huffington Post.

But the very accountability policies these authors belittle have, in reality, helped reverse decades of failure and transformed the futures of countless students. We need to worry more about a student's future than the protests of adults who would shirk that responsibility. To get the full story, read this #OnTheFly response by Patricia Levesque, mother of two and CEO for the

ICYMI: Patricia Levesque: Student Success Depends on Testing and Accountability The EdFly Blog

The Common Core State Standards raise the academic bar in our K-12 classrooms with their focus on in-depth learning and critical thinking. That has been a rare point of agreement among most school superintendents, teachers, teachers' unions, school reformers and others involved in the public education debate.

Where the disagreement begins is the discussion over accountability provisions tied to the new standards. Simply put, there are those who want assessments that measure mastery of the standards to matter in evaluating schools and teachers. And there are those who don't.

In the latter camp are Randi Weingarten and Linda Darling-Hammond, who recently co-authored a piece in The Huffington Post critical of high-stakes testing. They argued that an "end-of-year sit-down test cannot capture" all the challenging skills that accompany the new standards.

If this were true, then why do we have high-stakes Advanced Placement exams to determine whether a student has mastered advanced physics or calculus?

Or why do so many universities rely on high-stakes ACT and SAT tests for admissions and scholarships? Why do we have high stakes GRE exams, bar exams, CPA exams, military entrance exams and so on and so forth.

We have them because well-crafted tests can provide an objective measure of what students and professionals know. Like it or not, success in life depends to a large degree on success in passing tests. Testing children early ensures they are prepared for the world awaiting them, that they are mastering the basic skills necessary for success in later grades, college and beyond.

Opponents of accountability do not want to hold adults responsible for teaching children. They want guaranteed paychecks and optional effectiveness...[Click here to read more.](#)

Join the conversation on social media!

- @ExcelinEd CEO @LevesquePat responds #OnTheFly to Union Leader; Student success depends on testing & accountability <http://bit.ly/1rLLZXb>
- @ExcelinEd CEO @LevesquePat says "You can't buy success by increasing your investment in system that isn't working." <http://bit.ly/1rLLZXb>
- "We need to worry more about a student's future than the protests of adults who would shirk that responsibility." <http://bit.ly/1rLLZXb>

educators and parents to advance education reform across America. Learn more at www.ExcelinEd.org.

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