

EDUCATIONAL TESTING AND TEST SCORES

Adopted by Convention Delegates May 7, 1971

Reviewed by Board of Managers March 2012

- WHEREAS,** School and community generally agree that some kind of testing or measurement of what children have learned is necessary to the educational process in order to insure that children are gaining something of value through their school experiences; and
- WHEREAS,** Much important learning in a classroom comes from a spontaneous interaction between pupils or between pupil and teacher and this type of learning cannot be measured by a standardized achievement test; and
- WHEREAS,** Diagnostic and prescriptive tests, unlike achievement tests, can be used by a teacher to evaluate a child's problem areas in learning; and
- WHEREAS,** Parents, teachers, and communities should be more accurately informed of the very limited usefulness of the present standardized group intelligence and achievement tests as a measurement of a child's worth as a student, as a person, or as a contributing citizen of the future; and
- WHEREAS,** Although standardized achievement test scores could well provide one of the bases for communication about education between the school and the community, the present practice of published lists by the newspapers without adequate interpretation can only serve to further alienate from the school the parents, the children, and the community; and
- WHEREAS,** The current emphasis on "accountability" presents a danger that test scores may be misused to place the blame either on parent, teacher, or school; now therefore be it
- RESOLVED,** That PTAs encourage more effective interpretation of the purposes and use of tests and test scores by school personnel directly to parents; and be it further
- RESOLVED,** That PTAs request local newspapers and local school boards to include adequate information of the variables which affect test scores whenever a list of these scores is published on a school-by-school basis; and be it further
- RESOLVED,** That PTAs help members of the local community to become more aware of the difference between achievement tests, intelligence tests, and diagnostic tests and the implications for children's progress in school.