



How the state standardized test system hurts MA's children of color

Testers promised much, accomplished little.

Test score “accountability” was supposed to close achievement gaps, but after 25 years of testing, gaps between whites and students of color remain large, according to the latest National Assessment of Educational Progress report. —bit.ly/MAachgap (Boston is actually going backwards. Read a summary of a report by John Mudd, formerly with Mass. Advocates for Children.) —bit.ly/Bostongap

Schools that educate English learners automatically get low ratings.

The state system gives inaccurate, low ratings to schools that educate English learners and children of color. Decades of research have shown a school's standardized test scores reflect its students' socio-economic class, not school quality. (And how can anyone think students who don't speak English will score well on a test given in English?) Low ratings lead to falling enrollment, so these schools are in danger of falling into a downward spiral. Read more about how the state formula doesn't come close to a true measure of school quality. —bit.ly/stateformula

State intervention often does more harm than good.

Parent, student, and teacher voices are ignored. Education is disrupted. Some schools have closed, creating more problems. More closures may be coming soon. Read more. —bit.ly/harmsgoodschools

Tests and test prep wastes students' valuable time.

MCAS doesn't test most of the skills students will need in college and later in life. But schools are pressured to spend endless hours on just these narrow skills. See *Fact Checking the Myths about MCAS Testing*.

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