

Relevant to the scheduled hearing on HB2835: Be assured that after considerable review of Common Core and its associated testing regimes, I have concluded that CC/SBAC will prove to be an unmitigated long-term disaster for the children of Oregon.

Grade-level learning objectives appropriate to developmental factors and the process of learning have been understood by educators for centuries. Professionally, my organization used that knowledge to design advanced instructional systems set at the sixth-grade level for specialized training of military and civilian personnel.

Common standards for achievement in the several grades have been used by educators and updated on a technological and culturally historical basis more or less constantly up to the present. Indeed, about a decade ago a credible set of Oregon standards was developed and implemented, a process observed by me while a local school board member. Current chatter among parents and teachers alike, generally leads to the opinion that Common Core math and language arts tend to be more indoctrinational than educational and, particularly in mathematics, lack sound developmental structure and slack off on achievement, particularly at the upper grade levels.

Even more damaging to Common Core from a technical point of view is the fact that it has been rushed into use without proper field trials followed by the changes and improvements that such trials normally engender. Another criticism is that the developers were not trained educators and had little or no experience in the schools, while recognized educational authorities (Sandra Stotsky et al) who reviewed the system uniformly found it lacking.

At this time I would recommend that the existing Oregon standards system and related materials be kept in place and used pending a thorough evaluation of the educational propriety of adopting Common Core and its associated testing regimen.

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