

Chair Doherty and members of the committee:

My name is Andrea Dunn, and I am an educator in Lake Oswego, a parent of children in Wilsonville, and a spouse to a school administrator in Salem. I am writing to you in support of House Bill 2173.

There are several reasons for my support of House Bill 2173, and I have chosen to share two stories that exemplify the frustration and impotence I have felt confronting the SBAC as teacher and parent.

My junior English students have had a lot of questions about the Smarter Balanced Tests, expressing their general anxiety about more standardized testing, in addition to unease because of the ambiguity surrounding the test, how and who created it, as well as why it is tied to graduation, when both its content and relevance to what they learn each and everyday in the classroom is so unclear. During our discussion and my overview of the regular days of instruction they would miss due to the length of the SBA tests, I mentioned honestly the loss of curriculum that will result from the time spent on these tests. They were outraged, and one of my students asked me if I would be willing to teach *The Great Gatsby* or *The House on Mango Street* if she decided to opt out of the test.

Even if our politicians fail to see it, our children find the gross misuse of funds and time as reprehensible--arbitrary decisions by unknown persons who are robbing them of their actual authentic education.

My second moment of epiphany came last night at my 4th grade daughter's conference. Already having delivered my opt-out letter to the school principal, I explained in person to my daughter's teacher our reasons for opting out and asked her what Fiona could do during the 90-minute testing time that would replace her regular classroom instruction for 2 weeks. The teacher was not only open to my desire to make Fiona's time meaningful, but she also involved Fiona in the process of planning as we worked together to set up a plan for authentic, actual lessons across the curriculum where Fiona could research, study, and create versus take the Smarter Balanced Test. While I left feeling good about my own child, I felt so discouraged by the number of students in Oregon currently who do not define education like my child does, because for them, it's "practice tests, talking about the mechanics of the tests, and giving students pep talks("Only Minor Glitches as Common Core Debuts" *Oregonian*).

The loss of time spent on meaningful education is ridiculously high. Even thinking of my own time, or my school's time spent on SBAC, when we could have been creating curriculum, giving feedback to students, and actually working toward what education needs to look like to meet the needs of all of our students in Oregon, I am deeply disheartened and wonder if our state will ever figure out how to support our children.

Sincerely,

Andrea R. Dunn