

Good Afternoon Chairperson Roblan and members of the Oregon Senate Committee on Education. My name is Celeste Pellicci. I live at 6003 SE Insley St. Portland, Oregon. I am an 8th grade science teacher in the Gladstone school district and I am a parent of a 7th grade student who attends Hosford Middle School in SE Portland.

I am here today to support House Bill 2655 as a parent and a teacher of 10 years. As a parent, I know that no standardized test results can ever indicate my son Tucker's true college and career readiness. High stakes tests do not measure the critical components of future achievement. Research indicates that Tucker's mindset, perseverance, ability to work collaboratively, and creative thinking are the most reliable indicators of his success. Time wasted for standardized testing is valuable time away from authentic learning and authentic assessment from his classroom teachers.

Every parent deserves to know how much testing their student is being subjected to, what the tests supposedly measure, and what the test results will be used for. Parents have the right to opt their children out of any class, lesson or unit based on personal opposition. Why would the Smarter Balanced be the exception to these standard practices? By establishing a state-wide opt out form, the bill provides all parents with the same opportunity to choose the best path for their children. The Oregon law is not being equally implemented at this point in time.

HB2655 is an important part of a much larger protest happening across the country. Parents are revolting against the overtesting of kids by exercising their right to opt out. As a teacher, I am somewhat powerless to change the Federal mandates that take time away from instruction and punish kids with hours and hours of overtesting. As a parent, I can exercise my right for Tucker to learn the valuable skill of computer coding while his peers take meaningless tests.

From my perspective as a teacher, the benefit of these tests outweigh the drawbacks. The test is too long; it takes too many hours away from instruction. Oregon already has one of the shortest school years in the country. A one size fits all approach is never the best practice for a teacher. Students can demonstrate proficiency in many ways. This test allows limits them to show proficiency in one way on one day. Once they have answered a question on one day, they cannot return to it.

The teachers at the elementary school in my district report that their third graders are taking about 15 hours, 15 class periods, to finish the Language Arts portion of the test. Fifteen hours of

testing is far too much time for one test for an 8 year old, and far more time than is needed to assess the learning of the students. At the middle school, the students are spending 10 hours for language arts.

As a teacher, I have seen standardized tests punish our most vulnerable students. The students who come from low income families, have learning disabilities, or are English language learners are at a grave disadvantage on these biased assessments. Due to these tests, I have seen them cry, give up, or feel defeated. The only valuable information gained from a test with a 30% passing rate is that it was inappropriate to give in the first place. An educator would never administer an assessment with this as the expected result--it would be unfair to the students.

I am a well-informed parent because I am a teacher. All parents should be provided the information to make the best decisions for their own children, including opting for more classroom instruction instead of time testing. Thank you for your time.

I am opting my child out of state testing for two main reasons:
for the sake of my child and
to protest the effect that these tests have had on the public education system

My child:

- should not be tested on something for which he has not been prepared, preparation means starting these standards in kindergarten
- the test assumes that my son has had 8 years of work in the common core standards to take the 7th grade sbac testing
- in the middle of the summer, tucker said "i'm worried about the smarter balanced testing this year." no child should think about, let alone worry about, testing in the middle of the summer

- this test will not inform me about tucker's success
- this test will not measure how successful tucker will be in his life
- this test will take away time that tucker should be spending in the classroom receiving valuable instruction from his teachers
- this test will not teach tucker anything, he is in school to learn
- this test does will not inform me of my student's progress--his work in school and authentic assessment by his teachers inform me of his progress

as a educator:

- the standardized testing (OAKS or SBAC) is a punishment for children with reading and writing learning disabilities and english language learners, many will look at SBAC and cry, many will look at it and give up
- this test is a punishment for children raised in households that provided less vocabulary, language development, and wider world experiences
- if the ccss are that important, they should be started from kindergarten and phased in over the course of 12 years
- the kindergarten ccss standards are developmentally inappropriate. brain development research has shown that many boys are not developmentally ready to read by kindergarten. other studies show that delaying reading instruction until later than kindergarten does not adversely affect children in the long run, but forcing them to read earlier than they are ready does adversely affect them
- ccss were adopted during the recession, at a time when districts had no money for curriculum materials, were cutting teachers, had less resources for struggling students, and raising class sizes. no adequate preparation
- everyone is punished by these tests -- teachers, districts, and students
- science - two sets of standards we are assessed on. forced to cut lab, inquiry, and hands on activities in a class that may be the only time in their day when students are able to learn kinesthetically
- many students care deeply about these tests, but many students (particularly rebellious middle school students) do not care about these tests, as the only one impacted by them is the schools and teachers
- a test with a 30% passing rate cannot inform anything except that this is an inappropriate test to give students
- because of the pressure of these tests on educators and the district, our elementary school teachers must spend their entire day teaching reading, writing, and math. The only unscripted curriculum is writing, and there is no room for innovation in art or science.