

Members of the House Education Committee,

I am a retired Eugene 4j middle school teacher and also a former adjunct professor in the Teacher Education program at the University of Oregon College of Education. I urge you to pass HB 4124, the “When Is Testing Too Much?” bill.

Few people, including legislators, have a clear understanding of the scope and cost of federally-mandate, state-mandated and district-mandated tests. The testing-and-data-collecting model of education, which did not exist a generation ago, has now fundamentally changed what it means to be a teacher and a student in Oregon.

Yet, the massive impact on everyday K-12 education by this standardized testing-and-data-gathering model goes largely unseen by taxpayers and parents. Without sufficient information about the scope and cost, there can be no real opportunity to explore the rational and consequential question: “When Is Testing Too Much?”.

As the number of mandated tests has continued to increase over the past two decades, HB 4124 provides a chance for Oregonians to learn fundamental facts about the scope and cost of this testing. Oregon students, teachers, administrators, parent and taxpayers deserve to know this basic information.

This audit bill, as currently written, will not address the costs to children as they are repeatedly sorted and tracked; to innovative teachers who have left the profession, no longer able to countenance being forced to teach to the test; and to a holistic learning experience as it has become narrowed and constricted due to testing.

What HB 4124 will do is to allow us, after 20 years, to finally have the information necessary to begin the long-overdue question: “When Is Testing Too Much?”.

Sincerely,

Roscoe Caron
Member, Community Alliance for Public Education