

Resolution: Multiple Assessments

Whereas, no single standardized test provides a valid measure of a student's academic achievement or can predict how well a student will perform in school, and

Whereas, the maintenance of high academic standards does not mean that students' performance should be determined by only one standardized test, and

Whereas, a National Council of Teachers of English 1999 resolution states, "High stakes testing often harms students' daily experience of learning, displaces more thoughtful and creative curriculum, diminishes the emotional well-being of educators and children, and unfairly damages the life chances of members of vulnerable groups," and

Whereas, because of various forms of bias, high-stakes testing limits access to schools and colleges of choice for many students, and

Whereas, substantial evidence indicates that portfolios, demonstrations, and other forms of authentic assessment provide useful indices of students' progress and potential (see P. Sacks, *Standardized Minds*, 2000), and

Whereas, the issues of high-stakes testing involve educators at all levels, from K-12 through graduate school; therefore be it

Resolved, that the PSC calls on the New York State Department of Education to promote multiple assessments, including portfolios and other forms of authentic assessment, to contribute to fair-and-valid measures of students' academic achievement and promise, and be it further

Resolved, that the PSC calls upon NYSUT to support the enactment into legislation of A00575 (Brodsky)/S5175, the Educational and Assessment act of 2001, which allows school districts to create an alternative assessment procedure, and be it further

Resolved, that the PSC calls upon the AFT and the AFL/CIO to support legislation S. 460 (Wellstone), which calls for fairness and accuracy in high-stakes educational decisions for students.

Passed: Legislation Committee 6/05/01

Amended and passed: Executive Council 6/11/01

Passed: Delegate Assembly 6/14/01