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# SENATE CONCURRENT RESOLUTION

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REQUESTING THE DEPARTMENT OF EDUCATION TO REDUCE THE USE OF  
STANDARDIZED TESTING IN THE PUBLIC EDUCATION SYSTEM.

1 WHEREAS, enactment of the federal No Child Left Behind law  
2 in 2001 and Race to the Top program in 2009 shifted national  
3 education priorities from inquiry-based teaching to standardized  
4 testing; and

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6 WHEREAS, the nation's school systems spend increasing  
7 amounts of time, money, and energy on standardized testing, in  
8 which student performance on standardized tests is used to  
9 evaluate individual students, educators, and schools; and

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11 WHEREAS, an overemphasis on standardized testing has  
12 negatively impacted public schools, teachers, and students by  
13 narrowing academic curricula, reducing arts and cultural  
14 education, causing teachers to teach to the test, decreasing  
15 whole child and vocational programming, and creating a climate  
16 of compliance and fear among students, teachers, and  
17 administrators; and

18  
19 WHEREAS, the negative impact of standardized testing most  
20 directly affects low-income students, English language learners,  
21 students from minority ethnic backgrounds, and students with  
22 disabilities; and

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24 WHEREAS, according to a 2014 study conducted by the  
25 National Education Association, seventy-two percent of teachers  
26 feel considerable pressure to improve test scores and a majority  
27 of teachers report spending too much time on testing and test  
28 preparation, with the average teacher spending approximately  
29 thirty percent of their time on tasks related to standardized  
30 tests; and  
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1 WHEREAS, the 2014 PDK/Gallup Poll of the Public's Attitudes  
2 Toward the Public Schools found that only thirty-one percent of  
3 parents support using standardized test scores to evaluate  
4 teachers; and

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6 WHEREAS, there is a diverse and bipartisan movement to opt  
7 out of standardized testing led by students, parents, teachers,  
8 administrators, and organizations including the National Center  
9 for Fair and Open Testing and United Opt Out National; and

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11 WHEREAS, the Department of Education administers  
12 standardized tests in multiple grade levels that are aligned  
13 with the Common Core State Standards, including the Smarter  
14 Balanced Assessment; and

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16 WHEREAS, in the 2014-2015 school year, approximately  
17 ninety-three thousand Hawai'i public school students in grades  
18 three to eight and grade eleven took standardized tests aligned  
19 with the Common Core State Standards, at a cost of \$65 per test;  
20 and

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22 WHEREAS, the estimated cost of standardized testing does  
23 not include time spent on test preparation, interim testing,  
24 test-driven curricula, classroom materials related to  
25 standardized testing, computer equipment and personnel needed to  
26 administer standardized tests, consultants contracted to assist  
27 with assessment preparation and delivery, and the opportunity  
28 cost of educational programs eliminated to increase time for  
29 standardized testing; and

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31 WHEREAS, in 2015, President Barack Obama criticized the  
32 proliferation of standardized testing throughout the nation and  
33 called on school districts to limit time spent preparing for and  
34 taking standardized tests to no more than two percent of a  
35 student's instructional time; and

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37 WHEREAS, the federal Every Student Succeeds Act provides  
38 states with increased flexibility in the use of standardized  
39 testing, including eliminating federally mandated inclusion of  
40 standardized tests in teacher evaluations, allowing states to  
41 choose what test to use for annual school assessments,  
42 permitting states to institute a cap limiting the amount of time



1 that students spend preparing for and taking standardized tests,  
2 and providing funding to states for auditing and streamlining  
3 assessment systems; and  
4

5 WHEREAS, numerous states have begun implementing authentic  
6 assessments, which deemphasize standardized testing and,  
7 instead, focus on student performance indicators that promote  
8 critical thinking, open-ended questioning, and collaborative  
9 learning; now, therefore,  
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11 BE IT RESOLVED by the Senate of the Twenty-eighth  
12 Legislature of the State of Hawaii, Regular Session of 2016, the  
13 House of Representatives concurring, that the Department of  
14 Education is requested to reduce the use of standardized testing  
15 in the public education system; and  
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17 BE IT FURTHER RESOLVED that the Board of Education is  
18 requested to develop and implement authentic assessments for  
19 schools that do not require extensive standardized testing; and  
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21 BE IT FURTHER RESOLVED that the Department of Education is  
22 requested to limit the number of days a student spends preparing  
23 for or taking standardized tests, including practice and interim  
24 tests, to no more than three days per school year; and  
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26 BE IT FURTHER RESOLVED that the Department of Education is  
27 requested to inform students and parents about the purpose,  
28 potential impact, and protocol of any standardized test that a  
29 student is expected to take, including the right to opt out of  
30 statewide standardized testing; and  
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32 BE IT FURTHER RESOLVED that the Department of Education and  
33 the Board of Education are requested to hold meetings with  
34 principals, parents, and teachers for the purpose of gathering  
35 diverse input on the impact of standardized testing and possible  
36 alternatives; and  
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38 BE IT FURTHER RESOLVED that certified copies of this  
39 Concurrent Resolution be transmitted to the Governor, Lieutenant  
40 Governor, Chairperson of the Board of Education, and  
41 Superintendent of Education.  
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