

# PURE *Fact Sheet*



## **Testing professionals oppose use of standardized test scores as sole or primary measures in high-stakes decisions**

- The SAT-10 publisher, Harcourt Assessment, states in its *Guide for Organizational Planning*,

Another misuse of standardized achievement test scores is making promotion and retention decisions for individual students solely on the basis of these scores. This is an undesirable practice for a number of reasons. Perhaps the most important reason is that national standardized achievement tests are not built to serve this purpose...they cannot provide complete coverage of any local curriculum.

- In a letter written to PURE on May 11, 2009, Marcilene Dutton, Deputy General Counsel, Illinois State Board of Education, stated:

Using ISAT scores as the basis for student promotion and retention is not an ISBE policy or practice.

- A January 27, 2009 e-mail from Judith Steinhauser, representing ISBE, to CPS parent Wade Tillett, stated:

the purpose of ISAT, its reliability and validity authenticated by a staff of psychometricians, is to calculate school accountability which is reported to the federal government as Adequate Yearly Progress. It is not the intention of the state to use the test for anything else.

- The USDE manual, "Taking Responsibility for Ending Social Promotion," states:

When a statewide or districtwide test is being used to determine student promotion, the state or district must be able to provide professionally acceptable evidence that the test is valid and reliable for the purpose for which it is being used. If a state or district chooses to use a test as a principal criterion for decisions about student promotion, the test must be designed for this use and there must be evidence that it is appropriate to use the test as a sole or principal criterion.

- The makers of the SAT-10 state:

Achievement test scores may certainly enter into a promotion or retention decision. However, they should be just one of the many factors considered and probably should receive less weight than factors such as teacher observation, day-to-day classroom performance, maturity level, and attitude.

## **Parents United for Responsible Education**

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