



# TEXANS ADVOCATING FOR MEANINGFUL STUDENT ASSESSMENT

## SBOE Report: Texans Speak Public Feedback on Assessment and Accountability Systems Summary of the SBOE Survey Findings

*“Texans believe we have too many tests, schools are spending too much time preparing for the state assessments, and too much class time working on the preparation. They want more immediate test results.” Donna Bahorich, SBOE Chairwoman*

The State Board of Education Chairwoman, Donna Bahorich, invited Texans to participate in community conversations in their SBOE district to discuss the current state of the assessment and accountability system. An online survey was provided for those unable to attend in person. There were 27,000 citizens who participated. Those completing the survey identified as educators/education leadership, parents/community leaders, business leaders, student, institution of higher education employee or other. Below are highlighted results of the survey on assessment:

Survey Finding	STAAR Tests
Ninety-one percent of public school educators and 83% of higher education employees say the assessments should provide immediate feedback.	STAAR tests do not provide immediate feedback. In fact, most students who take the test in the spring learn results right at the end of the school year.
A majority of all survey groups (71%-89%) support using alternate measures of student progress and growth, such as student portfolios.	The STAAR system is single-data point assessment, using one 4-hour period on one day to determine success or failure.
All groups (85%-99%) agree that the assessments should not contain trick or developmentally inappropriate questions.	STAAR tests have been shown to have inconsistent and inappropriate reading levels and writing “trickery” in questions.

***All survey groups felt strongly that state tests should not be administered and preferred to have students only take national tests, such as the Iowa Test of Basic Skills, the SAT and the ACT. The support for using national tests ranged from 73% of parents to 56% of those in the “other” category.***

Below are small samplings of comments from the public:

- Assessment should not be a “one-time” event. It should inform educators for instructional purposes, allowing for adjustment of instruction for the student’s sake. (Amarillo)
- Consider testing only federal requirements to reduce amount of testing. (Fort Worth)
- Reduce time preparing for the test (and) teaching to it. (Houston)
- Need to test in the way students learn, consider modern culture. (Dallas)
- One size does not fit all. Test appropriately, include portfolios, consider student populations, and developmentally appropriate assessment and accountability. (El Paso)
- Assessments should be diagnostic, not punitive. (Austin)

[Tea.Texas.gov/About\\_TEA/Leadership/State\\_Board\\_of\\_Education/SBOE\\_Meetings/Community\\_Conversations\\_about\\_Assessment\\_and\\_Accountability/](http://Tea.Texas.gov/About_TEA/Leadership/State_Board_of_Education/SBOE_Meetings/Community_Conversations_about_Assessment_and_Accountability/).