



Sun Prairie Area
School District
Futures depend on us...every child, every day.

RESOLUTION ON STANDARDIZED TESTING

WHEREAS, our nation's future well-being relies on a high-quality public education system that prepares all students for college, careers, and lifelong learning, and strengthens the nation's social and economic well-being; and

WHEREAS, the Sun Prairie Area School District Board of Education (hereinafter referred to as the "Board") believes that assessing student learning needs requires development of relationships and authentic assessments and the time used on standardized testing takes away from meaningful instructional time and engagement between teachers, students and their peers; and

WHEREAS, the Sun Prairie Area School District (hereinafter referred to as the "District") continues to assess student learning through various methods (e.g. common formative assessments and curricular assessments) that measure individual growth and ability to provide meaningful timely data that informs teachers, including the use of standardized tests as mandated by law; and

WHEREAS, the Board firmly believes that standardized test scores should not be the ultimate goal of measuring student achievement because they fail to measure the primary goal of student learning which is to challenge students to think critically and deeply in multiple contexts and to transfer their knowledge and skills successfully into a variety of environments and opportunities; and

WHEREAS, standardized tests do not provide a full picture of a student or what they know, are able to do and are capable of and therefore should not be heavily-relied upon or used in isolation of other types of authentic measures; and

WHEREAS, our nation's school systems have been spending growing amounts of time, money and energy on high-stakes standardized testing in which student performance on standardized tests is used to make major decisions affecting individual students, educators and schools; and

WHEREAS, the Board is very concerned with the resources being diverted to standardized testing in classrooms and in districts across the state and the overuse of standardized tests which disproportionately impacts our most

vulnerable children: students of color, low-income students, students with disabilities, as well as students who do not speak English as their first language; particularly when those tests are used to determine ranking, admission, and graduation of students or to evaluate teachers and school staff and overall school performance; and

WHEREAS, the overreliance on high-stakes standardized testing in state and federal accountability systems is undermining educational quality and equity in U.S. public schools by hampering educators' efforts to focus on the broad range of learning experiences that promote the innovation, creativity, problem solving, collaboration, communication, critical thinking and deep subject-matter knowledge that will allow students to thrive in a democracy and an increasingly global society and economy; and

WHEREAS, it is widely recognized that standardized testing is an inadequate and often unreliable measure of both student learning and educator effectiveness and more post secondary institutions are eliminating ACT and SAT scores as part of the admission process as these scores are generally not considered predictors of success in colleges or universities; and

WHEREAS, the U.S. test-prep and private tutoring industry which grew to \$12 billion dollars in 2014 and was projected to reach \$17.5 billion dollars in 2020 is predominantly concentrated in Asian and White communities, who score the highest on standardized tests; and

WHEREAS, the Board is further concerned about how standardized testing is not aligned with the multiple efforts by this District regarding equity, anti-racist and culturally and linguistically inclusive and sensitive curriculum and related staff professional development; and

WHEREAS, the Board is also concerned about other possible consequences of standardized testing, including: the loss of learning opportunities; the stress placed on our students; the triggering of behaviors that may interfere with learning; the interruption of schedules of our special education's students and students in our ELL programs; the time spent on professional development for testing that could be put to other purposes; and, the potential for implicit bias in the testing process that would disproportionately affect students of color;

THEREFORE BE IT RESOLVED, that the Sun Prairie Area School District Board of Education supports locally developed, authentic assessments as drivers of instruction, to give more time for educators to teach and students to learn and encourages our staff to continue to develop systems that measure student learning without having to rely on standardized tests; and

BE IT FURTHER RESOLVED, that the Board calls on the governor, state legislature, and the Wisconsin Department of Public Instruction to reexamine public school accountability systems in this state, and to develop a system based on multiple forms of evidence that does not require extensive standardized testing, more accurately reflects the broad range of student learning, and is used to support students and improve schools; and

BE IT FURTHER RESOLVED, that the Board calls on the U.S. Congress and Federal Administration to reduce the federal testing mandates, promote multiple forms of evidence of student learning and school quality.

IN WITNESS WHEREOF, this Proclamation was adopted by the members of the Board of Education of the Sun Prairie Area School District on the 26th day of February, 2024.



Diana McFarland, President
on behalf of Board of Education

Latoya Holiday, Vice President
Lisa Goldsberry, Clerk/Treasurer
Alwyn Foster, Member
Bryn Horton, Member
Katey Kamoku, Member
Dr. Steve Schroeder, Member
Eli Gillitzer, Student Member
Jojo Knauss, Student Member
Mrinank Panda, Student Member
Isabella Roberts, Student Member