

ISBE PROPOSAL

VS

REALITY

ISBE claims that their interim testing proposal will decrease testing time on the *end-of-year summative test*.

ISBE's proposal would increase high-stakes testing from once a year to three times a year.

ISBE claims that their proposal will decrease the additional pressure that students and teachers feel around testing.

Increasing the number of high-stakes tests and spreading them throughout the entire school year will increase stress and add pressure to students and teachers — especially if each score counts towards the summative score.

ISBE claims that their proposal will provide teachers and families timely student performance results that will allow teachers to tailor their daily instruction.

Commercial interim tests cannot provide diagnostic information on how students think or where they struggle — which is what teachers need to tailor their daily instruction.

ISBE claims that their proposal will save school districts money because the state will pay for the interim testing system.

ISBE's plan would cost the state \$228 million over the next decade, yet there is NO EVIDENCE that interim tests promote better teaching or increased learning.

ISBE's survey claims that we only have two viable options: keep the current assessment system or go to an interim system.

There are other options: 1) systems based on culturally relevant curriculum that embed high-quality, formative assessments. 2) Work together to improve the reporting of the current end-of-year test data to make it more timely and useful while designing an assessment system that centers critical, engaging curriculum.

ISBE claims that the federal government requires this type of interim testing or Illinois will lose federal funding for schools.

Illinois has been and is in full compliance with federal requirements regarding standardized testing. ISBE's proposal is not necessary.

ISBE claims interim testing will promote equity.

High-stakes, standardized testing policies have disproportionately harmed Black children. Increasing them will result in even less meaningful instructional time for special needs students and English language learners.

SUPPORTERS

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CENTER FOR URBAN EDUCATION LEADERSHIP • RAISE YOUR HAND ILLINOIS • LEARNING DISABILITIES ASSOCIATION OF ILLINOIS

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