Good Morning Chairman Hayes, Vice-Chairman Brenner, Ranking Member Fedor and members of the Education Committee, my name is Terry Moody. I will be testifying in support of HB 74. It is with a fervent passion for the well being of my children and the children of my school district and state that I am here today. I have three children that are currently in grades four and eight that are required to take part in state mandated testing. One fourth grader is identified gifted in mathematics, the other fourth grader is identified learning disabled in reading. All three children work toward academic excellence to the best of their abilities and are in the highest 10 percent of their classes. My children are fifth generation family farmers that are presented with a multitude of experiences to make them as well rounded as possible to be prepared for the future.

During this school year, my children and countless others have been required to take part in PARCC testing that has increased anxiety and stress levels that are beyond anything a child should be experiencing at their ages along with decreasing instructional time. As parents we realize that we could opt out from having our children take the test but how is that fair to them, their teachers or the school district. If we were to opt out of taking the tests, my children would be removed from the testing area thus being singled out and that is not good for self esteem. Second, the teachers would receive a score for my children that would negatively impact their evaluation which is unfair as it would have a decision made by a parent. The school district would have received a score that would negatively impact the school district's rating. How is opting out fair to any involved?

My eighth grader is a very serious minded student. Throughout this testing season, which is far from being completed, she has been extremely stressed due to constant change of schedules and the content of the PARCC tests. Each day, the tests are different lengths and thus the daily schedule changes. Classes are cut short or eliminated all together. One class in particular that she has been missing is band. With contests this upcoming Saturday and not receiving consistent instruction in music, she is experiencing the feelings of not being prepared even though she has private lessons as well. How is this fair for our children? Callae did not experience this frustration last year. She came home one day from school recently and asked if we could find her some medication to help her concentrate more to perform better on the tests. It seems many other students are looking for ways to improve their scores and finding drugs as the answer. Thank goodness she could come to us and talk freely. Are this many tests so necessary that our children feel they need to resort to drugs to do well?

My fourth grader whom is gifted in mathematics also came home extremely frustrated with the test. Her experience was very similar to her older sister in that there was content in mathematics that she had no idea how to proceed with a problem. Since the problem was a four part problem and she could not figure out the first part, frustration set in and where does she go from there? Guess? Cry? Quit?

My gravest concern with the testing as it currently stands is with my other fourth grader whom is learning disabled in Reading. He has an Individual Education Plan that was created by a team of professionals along with his parents and extended family who are also professionals in education. The PARCC violates what is in place on a child's IEP for reading as it has taken away the right to have a reader for the questions. Grayson has a reader for questions in his IEP to activate prior knowledge just like in a real life situation. This strategy gives Grayson and other children a purpose for reading. In real-life, people always read with a purpose in mind so they are able to front load their vocabulary and predict/anticipate the

content and wording that goes along with the topic. By forcing the child to proceed with reading a topic that the vocabulary is way beyond their reading ability like on the PARCC is demoralizing for them. If the word was pronounced for the children and they have knowledge of that topic, they are able to read and comprehend at a higher level. A word and topic for my son would be "agriculture". This word is multisyllabic and is a skill that he struggles with and is addressed in his IEP. He would not be able to pronounce it while reading in a high stakes situation, but if the word was read to him in the questions, he would have a wealth of knowledge of the topic and be able to proceed with the activity feeling confident. My husband and I are very concerned with Grayson's confidence level with taking this test. He knows these tests are important and wants to do his best but it seems that PARCC is setting him up to fail the reading portion. Since Grayson attends a small rural school, the intervention personnel are needed to help with testing in other grades and as a result, Grayson and the other children do not receive small group intervention on a consistent basis which negatively impacts their learning. Not only are our children losing instruction time because of their specific grade tests they have to take, they are losing instruction time because of the multitude of grade levels testing that the intervention personnel are responsible for help administer.

I am not only a concerned parent, but a concerned veteran teacher that has given state mandated tests since 1996. Currently, I am rated accomplished as of my last evaluation with a level of "Most Effective" in the area of value added scores. I am a Martha Holden Jennings Scholar and the 2008 Ashtabula County Teacher of the Year. As a teacher, I believe that the amount of testing is taking too much valuable education time. In the fall and spring, we have to give SLO pre/post tests and with other teachers linked to our classrooms for evaluation purposes, testing takes approximately 4-5 hours in the fall and spring. In 4th grade, we give the InView test which basically gives a cognitive score which takes about 3 hours. Grade 3 administers the Terra Nova because of an additional score for the Third Grade Reading Guarantee. Then we take the PARCC and AIR tests that take about 6.5 hours for the Performance based portions and 6.5 hours for the End of Year portion. Those are the actual testing times not to mention the log-in times and practice using the web sites so students are aware of what they need manipulate questions and answers. All in total, we spend **over 20 hours** in testing that is all required.

As a teacher, I think tests have value, especially when the information provided is advantageous in providing a better education. That is not to be the case this year, since results will not be back until late fall. The amount of time that is spent testing for state purposes needs to be greatly reduced thus increasing the amount of instructional time. The lessening of the time spent on tests would hopefully reduce the stress of the students, teachers, and parents.

Overall as a parent and teacher, I do not mind my children taking tests that are beneficial to show growth, but the current testing system is out of control. My children spend way too much time being tested thus losing instructional time. The whole purpose of using accommodations for students with learning difficulties is to level the playing field for learning. With the new PARCC and the amount of time spent on testing, students are being presented with more bumps than necessary along their educational journey especially for children that already find learning difficult due to a multitude of issues.

I am greatly in favor of HB74 for the benefit of our children.