

Dear Regent Tilles,

I urge New York State to place a moratorium on the use of New York State Assessments in grade 3-8 for high-stakes purposes. In the past, state assessments fostered the development of skills through generous exposure to tests, models, and materials that the state has traditionally provided. In contrast, the new assessments generate more opportunity for unease than growth since the rich foundation of learning materials is no longer provided; instead, limited, truncated samples are stingily distributed.

Testing results should be utilized to inform instruction, improve program and diagnose needs. These tests should not be used to make high-stakes determinations for student placement or intervention services. These tests should not be used as an accountability measure for teacher evaluation since our local districts have rigorous educational programs – crafted and expanded over many years, punctuated by research-based state, national, and college-level assessments – that serve as the basis of our teacher evaluations. New York State should place a moratorium on the use of these tests for high-stakes purposes.

Respectfully yours,

\_\_\_\_\_ (name)                      \_\_\_\_\_ (date)  
\_\_\_\_\_  
\_\_\_\_\_ (address)  
\_\_\_\_\_

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\_\_\_\_\_ (name)                      \_\_\_\_\_ (date)  
\_\_\_\_\_  
\_\_\_\_\_ (address)  
\_\_\_\_\_

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