

How To... Speech/ Question of Value or Fact

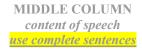
Student's Name:			
R110 Section No:			
Date:			
Instructor's Name			

Title of Speech: Standardized Testing

Thesis Statement: It has become clear that students have unequal access to education domestically and internationally, that teachers have had to make major shifts within their classroom to meet a standard, and that standardized tests aren't a reliable and valid way to measure a student's intelligence.

LEFT COLUMN

label speech
functions



RIGHT COLUMN Label physical behaviors

Attention	INTRODUCTION I. Throughout my academic life, I have been expected to meet
	certain standards so that I can be compared to other students.
TIA	II. Without any doubt, not only have I, but most students, like you
	all have been judged on your academic performance based on
	standardized tests.
Credibility	III. After the personal encounters I have experienced in my life in
	regards to standardized testing, and the reactions of other
	students around me, it led me to the conclusion that
	standardized tests are not an efficient way to measure a
	student's intelligence.

Thesis	IV. It has become clear that students have unequal access to education domestically and internationally, that teachers have had to make major shifts within their classroom to meet a standard, and that standardized tests aren't a reliable and valid way to measure a student's intelligence.	
Main Point	BODY I. The education available is not equal for students across the country, let alone the world.	
Sub-Point	A. According to an article by Andrew Ferguson in the <i>Weekly</i>	Show Slide
	Standard, in regards to the standardized test known as the SAT, the rich perform better than the poor, whites perform	
	better than Hispanics, and Hispanics perform better than African Americans (Ferguson 9).	
Sub-Point	B. Now, this does not mean that a certain ethnic group or social	
	class is better than others. Rather, these score discrepancies show that standardized tests ignore where a student is from.	
	For example, students from excellent school districts and	
	students from poverty-stricken areas have to take the same standardized test. This is a flawed system because the	
g l p ' ·	background of the two groups of students is so varied in	
Sub-Point	terms of the level and affordability of an education. C. For a similar reason, according to <i>The American Institute for</i>	
	Learning and Human Development, standardized tests do not	

	take into the consideration of international students since	
	their main language may not necessarily be English and yet	
	they are tested on English and critical reading concepts like	
	they are American-born students ("15 Reasons Why	
	Standardized Tests are Worthless" 6). This is what makes	
	standardized tests to cause even further differences in	
	various sub-groups.	
Transition	There is unequal access to the education provided which creates disparities in standardized test scores, and teachers have had to change how they teach to accommodate for tests.	
Main Point	II. Ever since standardized tests became required in the United	
	States, teachers have had to make an adjustment from teaching	
	"class-room" and "practical" material to teaching the "test."	
	A. According to a five-year study conducted by the University	
Sub-Point	of Maryland, it was concluded that teachers do feel the	
	pressure of "teaching the test" rather than their normal	
	classroom curriculum ("Is The Use of Standardized Tests	
	Improving Education in America?" 5).	Show Slide
	Before standardized tests became required, teachers	
	would teach their students open-ended cognitive skills.	
	Nowadays, the focus has been heavily shifted to science	
	and math courses since these topics are prevalent on	
	standardized tests.	
	B. This is a problem because it limits the amount of diversified	
Sub-Point		

	knowledge and skills students learn, thus leading to a	
	decrease in practical application. This further leads to a	
	decrease in creativity skills and high-order thinking skills,	
	something that standardized tests do not care about.	
Transition	Not only have these changes been made, but they aren't creating a difference.	
	III. Since standardized tests became required in the United States,	
Main Point	student achievement has not been increasing.	
Sub-Point	A. A national report informed the public that ever since	
Sub Tollic	standardized tests became required in 2002, thanks to the No	Show Slide
	Child Left Behind Act, the United States fell from 18th place	
	in the world to 31st place in the world in math. There was an	
	equivalent decline in science and no change in reading ("Is	
	The Use of Standardized Tests Improving Education in	
Sub-Point	America?" 1).	
Sub-Point	B. This is clear evidence demonstrating that students' education	
	is actually hindered by standardized tests, due to factors such	
	as stress and other points mentioned before. It's documented	
	data proving that standardized tests are not doing what they	
	were meant to do.	

Review of Main Points

I. The difference in equal education across the nation and world, the various teaching styles in various schools, and a credible report presenting evidence that standardized tests have not increased student achievement and success is too much to suggest otherwise.

Clincher/tag/ exit line or Final Appeal

II. For standardized tests to serve their purpose, further advancement is needed to eliminate any bias and inconsiderate factors. Until then, students will continue to face unjust evaluations of their academic performances.

Statement of Academic Honesty: I have read and understand the sections in the Student Bulletin and/or course syllabus relating to IUPUI's Honesty/Cheating Policy. I certify that I have not cheated or plagiarized in the process of completing this assignment. I also verify that this assignment is unique to this class and that I have not used work from previous courses. If it is found that cheating and/or plagiarism did take place in the writing of this outline, I understand the possible consequences of the act, which could include expulsion from IUPUI.

Works Cited

- Ferguson, Andrew. "The SAT and its Enemies." *Weekly Standard Vol.14*, *No.31*, May, 2009, pp. 18-27, *SIRS Issues Researcher*, https://sks.sirs.com. Accessed 4 March. 2018.
- "15 Reasons Why Standardized Tests Are Worthless." *The American Institute for Learning and Human Development*. Accessed 4 March. 2018.
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