

## 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*

**MIDDLE COLUMN**  
*content of speech*  
**use complete sentences**

**RIGHT COLUMN**  
*Label physical  
behaviors*

	<b>INTRODUCTION</b>	
Attention	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	<b>BODY</b> 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 Standard</i> , 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).	Show Slide
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 background of the two groups of students is so varied in terms of the level and affordability of an education.	
Sub-Point	C. For a similar reason, according to <i>The American Institute for Learning and Human Development</i> , standardized tests do not	

	<p>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.</p>	
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."	
Sub-Point	<p>A. According to a five-year study conducted by the University 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).</p> <p>1. 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.</p> <p>B. This is a problem because it limits the amount of diversified</p>	Show Slide
Sub-Point		

	<p>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.</p>	
Transition	<p>Not only have these changes been made, but they aren't creating a difference.</p>	
Main Point	<p>III. Since standardized tests became required in the United States, student achievement has not been increasing.</p>	Show Slide
Sub-Point	<p>A. A national report informed the public that ever since standardized tests became required in 2002, thanks to the No 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 America?” 1).</p>	
Sub-Point	<p>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.</p>	



### 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.
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- "Standardized Tests - ProCon.org." *ProConorg Headlines*, [standardizedtests.procon.org/](https://standardizedtests.procon.org/). Accessed 4 March. 2018.
- "The Case Against Standardized Testing." *Harvard Political Review*, 5 Nov. 2015, Accessed 4 March. 2018.