Eight Steps to Work for Testing Reform

1) Sign yourself and persuade your local school board and community organizations to endorse the National Resolution on High-Stakes Testing. It is on the web at: http://timeoutfromtesting.org/nationalresolution/. Also:
   a) Endorse the Joint Organizational Statement on NCLB.
   b) Use NCLB overhaul recommendations of Forum on Educational Accountability (FEA).
      • See material on both at http://www.edaccountability.org.

2) Write letters-to-the-editor and op-ed pieces for your local and regional newspapers.

3) Parents, talk with your children’s teachers about testing, share information with them.
   • See fact sheets to print and share at http://www.fairtest.org/fact%20sheets.


5) Parents: Join the NCLB-mandated Parents Advisory Board at your child’s school.
   a) Make sure it is an independent voice for parents.
   b) Work to minimize the damage caused by NCLB or state and local tests at the school.

6) Hold a public forum in your community to discuss high-stakes standardized tests, No Child Left Behind (NCLB), state and local testing policy.
   • See www.fairtest.org for fact sheets, reports, and other materials on NCLB.

7) Build alliances between your local school/community group and other groups engaged with state and federal test reform. Reach out to teacher unions and other education organizations; parent groups; community, civil rights and faith-based groups; labor unions; civic associations; business groups.

8) Contact your U.S. senators and representatives and your state legislators about changing NCLB and state testing policies.
   a) Send them letters with copies of news clips, resolutions, and/or signed petitions.
   b) Call them with your concerns. Set up small group meetings with them in your district; bring other parents, teachers, and/or local elected officials to the meeting.
   c) Attend their rallies and public events, ask them to roll back testing requirements.
      • To contact your members of Congress, go to http://www.contactingthecongress.org/.

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