

**References and Annotations for  
Pine Ridge Educational Conference  
August 15-16, 2007**

**Little Wound School, Kyle, South Dakota  
Prepared for Participants**

by  
Joan Wink  
[www.JoanWink.com](http://www.JoanWink.com)  
August 8, 2007

**References**

Books/Articles

Berliner, D.C., & Nichols, S. L. (2007, March 12). High-stakes testing is putting the nation at risk. Retrieved Mary 13, 2007 from Education Week.

A summary of the book, *Collateral Damage: How High-Stakes Testing Corrupts America's Schools* from Harvard Education Press.

Darling-Hammond, L. (2004). From "Separate but Equal" to "No Child Left Behind": The collision of new standards and old Inequalities. In D. Meier & G. Wood (Eds.), *How the No Child Left Behind Act is damaging our children and our schools* (pp. 3 - 50). Boston, MA: The Forum of Education and Democracy.

Jones, P., Carr, J., & Ataya, R. (Eds.). *A pig don't get fatter the more you weight it: Classroom assessments that work*. New York: Teachers College Press.

Kohn, A. (2000). *The case against standardized testing*. Portsmouth, NH: Heinemann.  
See also [www.alfiekohn.com](http://www.alfiekohn.com)

Krashen, S., & Brown, C. L. (in press, July 07). What is academic language proficiency? *STETS Language and Communication Review*. Singapore Tertiary English Teachers' Society.  
See also [www.sdkrashen.com](http://www.sdkrashen.com)

Krashen, S. (2007, June 29). You must remember this. Researchers quoted in "You Will Be Tested on This" (The Chronicle, June 8) think that better retention comes from repeated "effortful retrieval," and that the best way to ensure this happens is with frequent testing.

There is, however, a deeper generalization that is consistent with testing research as well as other research and observations: We retain facts and learn concepts when they help us solve problems. Tests are a crude way of doing this. More interesting, and potentially more effective than frequent tests, are projects that involve interesting problems to solve. That is the way we continue to build our knowledge and learn new concepts after we finish school. One excellent way of integrating problem solving into our classrooms is through writing. Several studies confirm that writing about topics is an excellent way of ensuring learning.

Frank Smith has pointed out that if a fact or idea is important enough to us, only one exposure to it is enough; no effortful retrieval, testing, or even writing is needed. Most of us needed to hear only once who was declared the winner of the 2000 presidential election to remember it even years later. This insight also explains why this poem is nonsense: "Do you love me/Or do you not?/You told me once/But I forgot." There will be no test on the contents of this letter.

Mathews, J. (2006, November 14). Just whose idea was all this testing? *washingtonpost.com*. Retrieved June 27, 2007, from <http://www.washingtonpost.com/wp-dyn/content/article/2006/11/13/AR2006111301007.html>

In ancient Greece, Socrates tested his students through conversations. Answers were not scored as right or wrong. They just led to more dialogue. Many intellectual elites in the 5th and 4th centuries B.C. cared more about finding the path to higher knowledge than producing a correct response. To them, accuracy was for shopkeepers. (para 1)

Meier, D. & Wood, G. (Eds.). (2004). *How the No Child Left Behind Act is damaging our children and our schools*. Boston, MA: The Forum of Education and Democracy.

Nichols, S.L., & Berliner, D.C. (2005, March). *The inevitable corruption of indicators and educators through high-stakes testing*. Education Policy Research Laboratory: Tempe, AZ.

Cambell's law:

This research provides lengthy proof of a principle of social science known as Cambell's law: The more any quantitative social indicator issued for

social decision-making, the more subject it will be to corruption pressures and the more apt it will be to distort and corrupt the social process it is intended to monitor.

Nieto, S. (2005). (Ed.). *Why we teach*. New York: Teachers College Press.

Peterson, B., Neill, M. (1999, Spring). Alternatives to standardized tests. *Rethinking Schools Online*. Retrieved June 25, 2007, from [http://www.rethinkingschools.org/archive/13\\_03/assess.shtml](http://www.rethinkingschools.org/archive/13_03/assess.shtml)

"There's only one thing worse than requiring students to reduce all learning to a single 'correct' answer, and that is reducing assessment and accountability to a single standardized test" (Peterson & Neill, 1999, para 1).

Sacks, Peter. (1999). *Standardized minds: The high price of America's testing culture and what we can do to change it*. New York: Perseus Publishing.

"scoring high on standardized tests is a good predictor of one's ability to score high on standardized tests!" He goes on to say, "The only strong correlation between children and standardized test scores is the socioeconomic status of their parents. The data is so strong in this regard that one could make an excellent prediction about a child's standardized test scores by simply looking at how many degrees his/her parents have and what kind of car they drive." (p. 148)

Samway, K., & McKeon, D. (2007). *Myths and realities: Best practices for language minority students*. Portsmouth, NH: Heinemann.

Shin, F., & Krashen, S. (2008). *Summer reading: Program and evidence*. Boston, MA: Allyn & Bacon.

Sizer, T. (2004). Preamble: A reminder for Americans. In D. Meier & G. Wood (Eds.), *How the No Child Left Behind Act is damaging our children and our schools* (pp. xvii – xxii). Boston, MA: The Forum of Education and Democracy.

Smith, F. (2007). *Reading: FAQ*. New York: Teachers College Press.

Stager, G. (2007, August 2). *My plan to fix NCLB*. Retrieved August 2, 2007, from [http://susanohanian.org/show\\_nclb\\_atrocities.html?id=3024](http://susanohanian.org/show_nclb_atrocities.html?id=3024)

Sternberg, R.J. (2007, February 19). A nation left behind: How and why bad education leads good (and not so good) leaders to turn bad. *Teachers College Record*, Date Published: February 19, 2007.

<http://www.tcrecord.org> ID Number: 13429, Date Accessed: 4/25/2007 8:57:44 AM

### Other Resources Found on the Web

American Indian Language. <http://language.native.org>

American Indian Language Development Institute (AILDI).  
<http://www.u.arizona.edu/~aildi/>

A to Z Teacher Stuff. <http://www.atozteacherstuff.com/Printables/Native-Americans/index.shtml>

Darling-Hammond, L. (1999, March). *Accountability is not testing: Developing a Professional Model of Accountability for our Schools.* Linda Darling-Hammond, Ph.D., Professor of Education at Stanford University and director of the National Commission on Teaching and America's Future, speaking to BCTF AGM 1999 delegates  
<http://www.bctf.ca/Publications/DidYouKnow/Archive/1998-99/1999-03-01.html>

"In a number of states...we've had an increased retention of students in grade so that their test scores look better and an increase in pushing kids into special education where their test scores won't count, and an increase in excluding kids from school altogether to get the average test scores of the school up because the easiest way to get your average score up is to push kids out of school"

"It's very easy to create dysfunctional incentives with systems of accountability like that. We saw a similar thing in medicine in New York State. They began to rate cardiology surgeons on mortality rates. They did! They discovered that in western New York most of the doctors were sending their most egregious cases to Ohio because they were afraid to treat the most medically needy patients"

"Accountability is a means by which individuals or organizations take responsibility for their actions so that those who depend on them can be assured that there are some safeguards in place to encourage good practices and to prevent bad practices or abuses, to have some course of redress for problems that arise and to have some assurance of equitable and fair treatment."

She adds that we need to talk about "who's accountable for what" and notes that if you're going to have an accountability system you need to talk about what the state government is "responsible" for, and she notes that

we don't talk about "policy maker" accountability. Set in the context of a frame of "responsibility" this fits into the nurturing parent model of Moral Order. If you are raising children to be free from harm, and standardized tests cause harm to children (as many of you on this list know) its "irresponsible" to be subjecting them to the mass testing regime.

Responsibility as a way to reframe accountability? Because if our approach is the nurturing parent responsible one, then by implication, the other is irresponsible. And would a lot of parents want their children to be treated irresponsibly?

#### Educator Roundtable

<http://www.educatorroundtable.org>

<http://www.educatorroundtable.net>

<http://www.educatorroundtable.org/democracy.html>

Please note that this is actually 2 related cites: a .org and a .net.  
Excellent.

#### FairTest

[www.fairtest.org](http://www.fairtest.org)

Excellent.

#### Institute for Language and Education Policy.

[elladvoc@asu.edu](mailto:elladvoc@asu.edu)

Excellent resource.

#### Krashen, S. (2007, June 29). You must remember this.

Researchers quoted in "You Will Be Tested on This"

(The Chronicle, June 8) think that better retention comes from repeated "effortful retrieval," and that the best way to ensure this happens is with frequent testing. There is, however, a deeper generalization that is consistent with testing research as well as other research and observations: We retain facts and learn concepts when they help us solve problems. Tests are a crude way of doing this. More interesting, and potentially more effective than frequent tests, are projects that involve interesting problems to solve.

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writing is needed. Most of us needed to hear only once who was declared the winner of the 2000 presidential election to remember it even years later. This insight also explains why this poem is nonsense: "Do you love me/Or do you not?/You told me once/But I forgot."

Lakota Language Consortium. <http://www.lakhota.org>/Ohanian, S. DIBELS

Malakota – I am Lakota. <http://www.malakota.com>

Meier and Ravitch. <http://blogs.edweek.org/edweek/Bridging-Differences/>

Native American Languages Preservation Act 2006 H, R. 4766.

<http://www.elladvocates.org/issuebriefs.html#assessment>

Assessment has been a very important issue over the last years in our schools. Children are not able to continue with subject matter to do standardized testing for a period of 3-5 days during the assessment period. It is amazing that parents whose children are considered ELL's were not informed of the procedure of the standardized testing. The only information that parents had regarding this issue was communicated to them from their children's assumptions of the assessment procedure or from their own background information. However, the parents have signed documents for accommodations for their children.

Native American Languages Preservation Act 2006. H, R. 4766.

[http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=109\\_cong\\_bills&docid=f:h4766rfs.txt.pdf](http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=109_cong_bills&docid=f:h4766rfs.txt.pdf)

NativeWeb Resources: Native American Languages.

[http://www.nativeweb.org/resources/languages\\_linguistics/native\\_american\\_languages/](http://www.nativeweb.org/resources/languages_linguistics/native_american_languages/)

Ohanian, Susan

[www.susanohanian.net](http://www.susanohanian.net)

An excellent, up-to-date cite on literacy/testing/schooling.

Standardized Testing. [http://www.elladvocates.org/documents/nclb/Monroe\\_Standardized\\_Testing\\_for\\_ELLs.pdf](http://www.elladvocates.org/documents/nclb/Monroe_Standardized_Testing_for_ELLs.pdf)

Sternberg, R.J. (2007, February 19). A nation left behind: How and why bad education leads good (and not so good) leaders to turn bad. *Teachers College Record*, Date Published: February 19, 2007.

<http://www.tcrecord.org> ID Number: 13429, Date Accessed: 4/25/2007 8:57:44 AM

Strauss, V. (2007, March 26) p. B02. Washington Post.

<http://www.washingtonpost.com/wp-dyn/content/article/2007/03/25/AR2007032501089.html>

Standardized testing does not tell accountability because children may not feel the same every time they are tested, and they would not get the same score every time they take it. Not all standardized testing will be able to measure the special education students' improvement in reading because they need different types of assessment. It is important to point out that even if the tests showed some accountability, they are not used with the purpose of teaching kids. In the other hand, they are only used as numbers that tell the intelligence of schools.

The Rubric Bank. [http://intranet.cps.k12.il.us/Assessments/Ideas\\_and/RubricBank/rubric\\_bank.html](http://intranet.cps.k12.il.us/Assessments/Ideas_and/RubricBank/rubric_bank.html)

Year End Project Rubrics <http://www.glenbrook.k12.il.us/gbssci/phys/projects/yep/endoyrubyepub.html>

### **www.JoanWink.com**

#### ***WinkWorld*, Table of Contents**

Periodically, I post the Table of Contents for *WinkWorld* for your convenience. In addition, some students and I have been organizing various URLs, which we needed for other reasons. For your convenience

[www.joanwink.com/newsletter/archive.html](http://www.joanwink.com/newsletter/archive.html)

#### **Critical Pedagogy**

<http://www.joanwink.com/cp2toc.html>

<http://www.joanwink.com/cp-177.html>

<http://www.joanwink.com/cp-buttercup.html>

<http://www.joanwink.com/cp-freire.html>

<http://www.joanwink.com/cp-immersion.html>

<http://www.joanwink.com/cp-jon.html>

<http://www.joanwink.com/cp-real.html>

[http://www.joanwink.com/cp3/cp3\\_new.html](http://www.joanwink.com/cp3/cp3_new.html)

[http://www.joanwink.com/cp3/cp3\\_toc.html](http://www.joanwink.com/cp3/cp3_toc.html)

[http://www.joanwink.com/cp3/cp3\\_jontowyatt.html](http://www.joanwink.com/cp3/cp3_jontowyatt.html)

[http://www.joanwink.com/cp3/cp3\\_freire.html](http://www.joanwink.com/cp3/cp3_freire.html)

<http://www.joanwink.com/cpqanda.html>

**A Vision of Vygotsky** citations, which are available on www.JoanWink.com

<http://www.joanwink.com/scheditems/vyg-urls-june07.pdf>

#### **Free Voluntary Reading, Krashen, Shin, Marson**

<http://www.sdkrashen.com/articles/pac5/index.html>

<http://www.schoollibraryjournal.com/article/CA6367048.html>

<http://www.sdkrashen.com/articles/freakonomics/index.html>

<http://www.sdkrashen.com/articles/homerun/index.html>  
<http://www.sdkrashen.com/articles/comicbook/index.html>  
<http://www.sdkrashen.com/articles/homerun2/index.html>

Shin and Krashen, *Summer reading: Program and evidence*  
<http://www.allynbaconmerrill.com/bookstore/product.asp?isbn=0205504892&rl=1>

William Marson, Free Voluntary Reading Pays Big Dividends  
[http://www.education-world.com/a\\_curr/curr007.shtml](http://www.education-world.com/a_curr/curr007.shtml)

Even Wikipedia  
[http://en.wikipedia.org/wiki/Recreational\\_reading](http://en.wikipedia.org/wiki/Recreational_reading)

**Student Treasures on [www.JoanWink.com](http://www.JoanWink.com)**

Jennifer Thompson, an entry-level student in the credential program, created these 3 graphics during one of our classes. Enjoy.

Graphic #1- [http://www.joanwink.com/newsletter/2007/edms4100\\_1a.pdf](http://www.joanwink.com/newsletter/2007/edms4100_1a.pdf)

Graphic #2- [http://www.joanwink.com/newsletter/2007/edms4100\\_2a.pdf](http://www.joanwink.com/newsletter/2007/edms4100_2a.pdf)

Graphic #3- [http://www.joanwink.com/newsletter/2007/edms4100\\_3a.pdf](http://www.joanwink.com/newsletter/2007/edms4100_3a.pdf)

Natalie den Dulk did an overview of the content for the first 6 weeks of our foundations class.

[http://www.joanwink.com/newsletter/2007/Summary\\_of\\_Learning.pdf](http://www.joanwink.com/newsletter/2007/Summary_of_Learning.pdf)