

I urge the passage of HB2318, "Too Young to Test." I am a retired tech writer with most of my work in New York and San Francisco. For five years in the 1990s, I lived in Australia and inaugurated and completed a two year national project related to curricula at the South Australia Department of Education in Adelaide. I am a member of Community Alliance for Public Education, Oregon Public Education Network and Network for Public Education.

It is clear the trends in education are careening away from dedicated, idealistic, inspired and engaged teachers toward flat personalized learning (a misnomer itself), test administrators and IT helpdesk-type geeks (we like geeks but they are not teachers), and myriad tests supporting policy and resource allocations with little or no pedagogical or assessment value.

Don't condemn and or confuse a child with labels that might only be true temporarily, if ever. "Personalized" algorithms, and consequences of life-long labels ought not be applied before the end of developmental early childhood while a kid is still learning what the world is and what she wants to be and do, and how to fit into that matrix of relationships, the limits and benefits of authority, assertion and other expressions of personality, and, critically, the role of resilience and inspiration. Don't crush that brief window of time when small children learn almost everything they need to know by playing.