Opposing View (editorials)
Look at the supposed success stories of current policies. What typically improves isn’t learning, just standardized test scores. Instead of learning to think, inner-city kids take endless practice tests. If that’s not “lower expectations,” what is?

Let’s be clear: This law has nothing to do with improving learning. At best, it’s about raising scores on multiple-choice tests. And at worst, it’s about making it impossible for poor children to fail. No other country sentences children to an endless regimen of testing.

Educators know better than to claim that such testing is necessary to tell us which schools are in trouble, or which kids need help. Researchers find that many affluent schools let kids solve real-world math problems and read stories that spark their imagination. *Research overwhelmingly demonstrates that the worst thing you can do for struggling students is hold them back a year. Yet the threat to compel summer attendance doesn’t offer a real alternative. And few of us can learn in a punitive climate.*

In "How to Fix ‘No Child’ Law" (December 26, 2007), the editors praised E. D. Hirsch’s Core Knowledge approach for providing students with a broad knowledge base, saying it will help them on tests and in life. But Hirsch was a major contributor to the creation of NCLB.

Critics of the current accountability mechanism would be more willing to support it if they knew some of the evidence supporting the approach. The current accountability mechanism and its critics are both wrong. The real lesson is that we haven’t found a way to fairly measure learning in a comprehensive way.

Schools just can’t be rated like laundry detergents. As Rice University professor Linda McNeil put it, “Measurable outcomes may be the least significant results of learning.” *Children (and learning) have intrinsic value; they’re not just means to economic ends, such as boosting the “competitiveness” of U.S. corporations.*

OPPOSING VIEW: "Too Much Reform"

Dr. Henry Giroux says that NCLB is designed to maintain the “normalization of inequality.” This is the “schooling ofEnviar texto aquí...