**Rebuttal Paragraph**

***Directions:*** *Read the following paragraphs below. Your task is to write 1-2 WELL DEVELOPED paragraphs that present the OPPOSITE point of view, rebutting the claims made in the paragraph below. BE SURE TO BACK YOUR CLAIMS UP WITH EVIDENCE and BE SURE TO INCLUDE PARENTHETICAL CITATIONS AS WELL AS A REFERENCES LIST.*

**Benefits of Standardized Testing**

 As the global economy continues to grow, there exists an ever-increasing demand for human intellectual capital. In light of this, young people who are vying for an opportunity to compete in the job market often feel that they must pursue some level of higher education in order to demonstrate their intellectual capacities. Thus, it would not be incorrect to state that in 21st century society, a college education holds tremendous value. According to a New York Times’ “The Choice” posting, in 2012, there were between 3,000 to upwards of 60,000 applicants to America’s major colleges (Caldwell, 2012). With several thousands of students competing for a seat in university lecture halls, college administrators are faced with the challenge of assessing who may be deemed worthy of admittance. Indeed, according the same New York Times article, some universities’ acceptance rates was a mere 6.00% of all applicants (Caldwell, 2012). It has also become apparent that in order for an individual to succeed in college, a students’ success in primary (elementary) and secondary (high school) education plays a significant role. However, the challenge of fairly and accurately assessing student learning and achievement on a large scale throughout all stages of learning, and throughout a vast population remains. Thus, standardized testing, such as state tests, SAT’s and career licensure exams, are important tools of assessment because they are reliable and objective forms of assessments, which allow for a feasible and efficient method of assessing learning and an individual’s potential, and have led to positive reforms in structuring and focusing the curriculum.

 Contrary to opponents’ beliefs regarding standardized testing, standardized tests actually have several advantages. As opposed to relying solely on the subjective assessment practices of individual teachers, standardized tests are developed by third parties and are created by teams of professionals who are well-versed in a specific subject or topic. Furthermore, general opinion shows that the content of standardized testing is perceived as being universally accessible and comprehensible. In fact, 79% of 1, 342 public school students believed that standardized test questions were fair (Public Agenda). The grading process of standardized tests are often more objective because of the typical multiple-choice format is graded by machines, eliminating human bias (ProCon.org). Not only does this format allow for objectivity, but it also creates an easily-administered, efficient and cost-effective method of assessment. According to Caroline Hoxby of the National Bureau of Economic Research, standardized testing costs less than 0.1% of K-12 spending, which translates to less than $6.00 per student (Hoxby, 2002). The benefits of standardized testing is not solely limited to its inherent objectivity and efficiency. Indeed because standardized testing is often structured against a predetermined set of standards, this allows for uniformity and focus within the curriculum across all schools in a state, and requires that test takers master the same essential skills and knowledge. With a clear a common goal in focus, student achievement is undoubtedly improved (Yeh, 2005). Thus, in light of all these benefits, it is clear that standardized testing is an effective form of student assessment which should not be eliminated and which should continue as standard practice throughout institutions of learning.

**References:**

Caldwell, Tanya. “A First Draft of 2012 Admissions Decisions at Dozens of Universities.” *The New York*

*Times: The Choice.* April 16, 2012.

ProCon.org. "Is the use of standardized tests improving education in America?." ProCon.org. 8 May. 2013.

Web. 16 May. 2013.

Public Agenda, "Where's the Backlash? Students Say They Don't Fret Standardized Tests,”

www.publicagenda.org, Mar. 5, 2002

Stuart S. Yeh, "Limiting the Unintended Consequences of High-Stakes Testing" (204 KB) , Education Policy

Analysis Archives, Oct. 28, 2005

Caroline M. Hoxby, "The Cost of Accountability” (103 KB) , www.nber.org, Apr. 2002