So um My name is Leslie Trundy and I'm the school counselor at Morse High School in Bath, ME. I've worked there for the last 13 years and I'm here today to talk about the science standards with the assessment hat on so um for the last 13 years that I've been working at Morse we've been administering the SAT and the Science Augmentation exam and um around that same amount of time I've been aware of the ACT which has a science assessment embedded in the test that is administered to students and one of the things I would like to see as an outgrowth of this review of the standards is to also just reconsider that the ACT with the embedded science assessment might be a better measure that's more meaningful to students and would be more, would be a simpler assessment for schools across the state to administer. So I'm just going to speak for a minute about that. Cause as a school counselor in addition to the SAT which is a school based assessment it takes pretty much most of the day and disrupts the school and kids have to go to different rooms and things like that we also have to administer this science assessment so that's a second day and its three hours and even some of our brightest students who have taken a very broad enriched science curriculum will say “why am I taking this science assessment” because they understand what the SAT is all about but they don't understand what the science assessment is and um and they want to know why they are taking it and what's the purpose of it. And so I have a few concerns about it because in addition to the fact that it doesn't have meaning to kids I wonder how much educators are actually using the information that's been gathered these last several years to evaluate their practices and maybe revise how they're, how they're teaching students. Um I know within our own school the science test scores have not been reviewed the last several years um...this recent year we didn't receive science reports from the state...we had to log into a system and report those reports out and then um share those with families if we wanted to do that. I'm wondering if other school systems across the state knew to log in and print the reports. We didn't receive ah stickers for the first time for the science report so I’m just wondering like we've got this science assessment, how much is it valued, how much is it useful? Recently a moms contacted me
cause I'd been in touch with her about mid-year reports for her daughter and making sure I had all the good information to share midterm reports to a college and she had recently received a science report cuz we had realized now how to get at it and how to send it out to families and she said she did quite well on the science test and I said that was a test she'd took in last April and it doesn't have meaning for a college. College does not know what the Maine Science Augmentation exam means. Colleges know what a ACT science score means. Um the ACT also has a STEM score that combines the math and science content areas and I know that that's a big initiative for the state of Maine wanting to grow engineers wanting to have um some strong STEM information. Right now 8% of Maine students take the ACT. It's the lowest percentage in the country. The next lowest state is like at 18%. So we, we are not, kids are underutilizing this resource. Um So I just ask as you review the science standards if you consider also how are we assessing the kids on those science standards and might the ACT be a better resource for that. It's a test that's been researched over 50 years and when you achieve a 23 on the science ACT that means you have a very strong likelihood of a B or better on your entry level biology class in college so it really has some um great meaning for students that do take it. And um that's what I want to share. Do you have any questions for me? Alright. Thanks.