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OPINION



New Prices Effective May 1, 2010

Martin Cleaning Service

Carpet & Upholstery Cleaning Residential & Commercial Services
Minimum Service CHG. \$45.00

A small distance/travel charge may be applied

CARPET CLEANING

2 Cleaning Areas or more \$30.00 Each Area

Pre-Spray Traffic Areas
(Includes: 1 small Hallway)

1 Cleaning Area (only)
\$40.00

Includes Pre-Spray Traffic Area (Hallway Extra)

Stairs (12-16 stairs - With Other Services): \$25.00

Area/Oriental Rugs:
\$25.00 Minimum

Area/Oriental Rugs (Wool):
\$40.00 Minimum

Heavily Soiled Area:
Additional \$10.00 each area
(Requiring Extensive Pre-Spraying)

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Sofa: \$69.00
Loveseat: \$49.00
Sectional: \$109 - \$139
Chair or Recliner: \$25 - \$49
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ADDITIONAL SERVICES

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CLASS OF 2012



Too Much Testing and Punishing

When the love of learning takes a back seat

BY JAN RESSEGER

This spring, 400 school boards in Texas, a third of the school principals in New York, and a large national group of education, civil rights, parents' and religious organizations have organized petitions to oppose the torrent of standardized testing our federal government has flooded into public schools. I am encouraged by this protest. It's about time!

Although standardized tests expose achievement gaps, they cannot close them. Instead, low scoring students need pre-school, enriched classes, and enough teachers and counselors to be able to connect personally with all students.

Standardized testing every year for all children in third through eighth grades and once in high school was folded into the federal education law in 2002 in a version called No Child Left Behind. Recent federal policy has only added new

uses for testing.

Race to the Top and new waivers from some of the worst consequences of No Child Left Behind are being granted by the U.S. Department of Education, but only for states that promise to tie teacher evaluation and pay to students' standardized test scores. Such programs too often impose punishments like firing prin-

dren hunker down on tested subjects of basic reading and math at the expense of art, music, literature, and even social studies.

High-stakes graduation tests only increase the dropout rate as those likely to fail are counseled into alternative programs or held back indefinitely in ninth grade to prevent their pulling down the school's average by taking the tenth-grade test. Now cheating scandals in Atlanta and Washington, D.C. confirm that administra-

value added metrics have proven unreliable, newspapers in New York and Los Angeles printed the scores for thousands of teachers.

Standardized tests cannot measure imagination, critical thinking, respect for others, compassion and a sense of justice. Metrics cannot tell us whether teachers help children love learning.

In a recent New York Times commentary Claire Needell Hollander, an English teacher in a New York middle school, regrets that recently she has been forced to cut discussions of literary classics for students whose test scores lag and substitute short non-fiction passages like those that appear in the standardized test.

"We cannot enrich the minds of our students by testing them on texts that purposely ignore their hearts," she writes. "By doing so, we are withholding from our neediest students any reason to read at all... We may succeed in raising test scores by relying on these methods, but we will fail to teach them that reading can be transformative and that it belongs to them."

Jan Resseger is a minister for Public Education and Witness Ministries in the United Church of Christ.



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— Claire Needell Hollander, New York middle school teacher

cipals and teachers and closing or privatizing the lowest scoring schools, often the schools in the poorest neighborhoods of big cities—all based on standardized test scores.

Children are spending too much time drilling basic skills and practicing test-taking. Low-scoring chil-

dren, desperate to protect their own jobs, have required teachers to change students' answers.

Millions of dollars flow to private corporations for test development and grading, and the Department of Education is spending millions on research to evaluate teachers by their students' scores. Although such