



Christian Liberty Press

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Reason for Adopting the 1970 Edition of the California Achievement Test

On occasion, individuals or state agencies will question the reason why Christian Liberty Press (CLP) uses the 1970 edition of the nationally recognized California Achievement Test (CAT) for its testing service. The following points explain why CLP has continued to use the 1970 edition of the CAT.

Point #1: We have elected to continue using an older version of a national normed achievement test because the newer editions of these tests reflect a lower standard of testing level. Most educators will acknowledge the fact that our nation's educational standards as far as student achievement in the basic skills is concerned, has dropped considerably since the early 1970s. It is our professional opinion that the more recent versions of achievement tests simply do not demand as high a standard of achievement because too many students in the 1990s are ill equipped to handle the level of evaluation that was common in the early 1970s.

Point #2: We are convinced that the older achievement tests operate on a standard that is much more in tune with the academic level of our curriculum.

Point #3: The older achievement tests permit us to compare our students on a national level with students in the public and private schools who were tested prior to the period of the steady decline in student achievement in the government schools during the 1980s and early 1990s

Point #4: The older versions of the CAT still accurately measure the basic skill development of students in the time-honored subjects of Reading Comprehension, Vocabulary, Grammar and Composition, Spelling, and Mathematics skills. Therefore, state officials who insist that private home school students be tested to determine whether they are making satisfactory progress in the basic skills can still rely upon the 1970s CAT to accurately indicate whether a particular student is developing well academically. After all, the supposed purpose for state-mandated achievement testing is simply to determine whether children are receiving an education that will permit them to be functionally literate and, therefore, not a burden upon themselves or upon society. The simple fact is that the basic skills have not changed much since the 1970s. In large measure, reading, writing, and arithmetic are still the same as far as the basics are concerned.

Point #5: The newer achievement tests contain a much greater bias in favor of presenting the principles of atheistic evolution and immoral humanism in a favorable light. Therefore, the newer tests are morally and theologically inferior to older editions of the nationally normed achievement tests.

Point #6: To the best of our knowledge, there is no distributor of achievement test materials that will allow any homeschooler to use the latest editions of their tests. Most providers of current

achievement tests must approve test administrators before shipping their tests. Suppliers of the achievement test materials most often utilized by homeschoolers and home school organizations will usually not permit their tests to be used without a government-licensed individual being directly involved in the testing process. In such cases, parents are often unable to oversee the testing themselves; they may be required to use proctors to administer the tests. This stipulation is viewed as an unnecessary intrusion into the privacy and sanctity of Christian home schools in general, and our testing service in particular.

With the above points in mind, we are philosophically opposed to using more recent achievement tests that would be an inadequate evaluation of our customers' students or require proctoring by individuals who are state sanctioned or licensed. Under these conditions, we believe that using a current test would be detrimental rather than helpful in a Christian home schooling environment.