
**Curriculum Professors
Debate
Multicultural/Pluralistic Issues
in
Standards Based Curriculum**

A Monograph Sponsored
by
Association for Supervision
& Curriculum Development

April, 2005
Orlando, Florida

Table of Contents

1. Whose Curriculum	<i>Chris Buethe</i>
2. Teaching and Learning in Fact-Based Pedagogy	<i>Cirecie A. West-Olatunji & Linda Behar-Horenstein</i>
3. Who Benefits from Tests and Standards as a Basis for Curriculum and Teaching?	<i>William Schubert</i>
The Bermuda Triangle of Standards, Accountability, and Test Preparation	<i>Peter Bavis</i>
Using Standardized Tests to Check and Recheck Curriculum	<i>Truly Wangsalegawa</i>
Multiculturalism, Standardized Curriculum, and Testing.....	<i>Nikoletta Christodoulou</i>
In the Context of Multicultural/Pluralistic Issues, What Should School Administrators be asking Themselves about Standards and Testing?	<i>Pamela Konkol</i>
Standards and Standardized Tests	<i>Beverly A. Rows</i>
Mexicano/a Students, Intelligence, and Testing	<i>Kathryn Wegner</i>
4. Georgia Teachers Respond to Standards Issues	<i>Robert C. Morris et. al.</i>
5. Race, Reform, and Pedagogy: Curriculum's Perfect Storm?	<i>Louise A. Allen & Patrick Roberts</i>
6. Implications of Equity and Diversity	<i>Robert C. Morris</i>
A Listing of Professors of Curriculum	

Using Standardized Tests to Check and Recheck Curriculum

Truly Wangsalegawa

Based on Miriam Webster Dictionary, the word *standardized* means to be standard or uniform. In the U.S. standardized tests are used to assess abilities of individuals. The result of this test is used to determine a range of things associated with schooling, including admissions to school, college, and professional licensing. The question becomes: Can we believe that a child's intelligence, achievement, and competence can be presented adequately by standardized tests? This issue has been discussed years among educators, and many others concerned with education. As a person who grew up in a different education system, that of Indonesia, I think that standardized tests should be used positively in education as tools to check and recheck a curriculum. What does this mean?

Standardized tests primarily should not be used to focus on the *end* result such as student success in education; instead, it should be one indicator used as a basis for reflecting on the value of the whole educational process. I do not think it defensible to guarantee that using a *uniform* test can predict student capability and success in education or life. I prefer to use the test as a tool that enhances the design of the next step in education. Testing students for admission to a school or program, for example, should provide a starting point of the teaching and learning process (curriculum) in a given level that will lead students to the next level of education. This means that at the same time we test students we are also testing the curriculum, including classroom purposes, organization, and teaching. In other words, tests can give a picture of the students, teachers, and curriculum as the whole in a given level of education.

Standardized tests are necessary not only to determine what kind of curriculum will fulfill the students' needs, but also to move students from one level to another in the education process. This means that an active "dialogue" between the test and curriculum developers should be the focus of applying the standardized test, not primarily for judgment about student capability, success, or failure, but to check the adequacy of the whole process of education. In other words, we have to change the way we