

LETTER OF SUPPORT FROM ACADEMICS FOR THE “SAY NO TO NAPLAN” CAMPAIGN

We are a group of Australian academics teaching in universities. As a group we are appalled at the way in which the Commonwealth government has moved to a high stakes testing regime in the form of NAPLAN, despite international evidence that such approaches do not improve children's learning outcomes.

To date there has been little informed debate in this country about the use of NAPLAN as a measure of student (and teacher) academic achievement. These tests have little merit given they focus on assessment *of* learning rather than assessment *for* learning and they are being misused for a variety of political agendas.

Pressure on teachers and children to perform well on NAPLAN tests is narrowing the curriculum and eroding time in classrooms for quality teaching and learning activities. Conservative estimates of this testing regime – which only provides a snapshot of a student's progress in some aspects of literacy and numeracy at one point in time – are around \$100 million annually. Such funding could and should be used more appropriately to meet the needs of children experiencing learning difficulties.

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