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Honorable Chris Giunchigliani  
State of Nevada

Re: AB179

Honorable Chris Giunchigliani:

Regarding your AB179 to put a hold on the math portion of the Nevada Proficiency Exam. Thank you for standing up for our children by trying to correct a serious wrong. It is time that the people of Nevada and those we have elected to lead us look at the brutal facts of reality as they relate to the Math Proficiency Exam, which are;

- The exam is seriously flawed. When  $\frac{1}{4}$  of your senior class cannot pass this exam after several attempts we should be in an uproar and should immediately realize that there is a problem. As a mother of four sons and as a professional businesswoman in the financial industry, I fully support the intent of the exam. However, the testing material is not the same material that the students are taught. The test consists of questions relating not only to numbers and operations, and algebra, but also geometry, data analysis, and probability and statistics. How can we expect students to know material they are never taught? The majority of students do not advance past algebra. Have you ever had to take a test for material you have never been taught?
- What are we testing? What do we mean by proficiency? Proficient at what- the basics or college level courses? This test should not be a college entrance exam, but rather a test to insure that our students are being educated to become successful in life, in whatever field they pursue. Since the high school credit requirements provides that algebra is the level of math we expect students to achieve, why then do we expect them to pass a test of geometry and probability and statistics which are more advanced math classes?
- Not everyone goes to college. Some find great success in music, arts, military, technical and mechanical fields. We owe each child the opportunity to succeed. When we deny a child a diploma we are putting up roadblock and ruining their dreams. We are also destroying their self-confidence. Each time the exam is failed the student begins believing they are a failure. This is not good for the student or for our society.
- Education should allow for and encourage each child to find and develop their gifts and abilities. What is easy for one person can be very difficult for another. When you try to fit everyone into the same mold what happens to those that don't fit? We are a diverse society and should motivate our students to enjoy learning by developing each student's gifts. We can't expect all children to excel at math, but we can expect each child to attain a certain standard if we prepare them for that level.
- The State of Nevada has a serious problem with high school dropouts! This test only encourages students to give up. What is the incentive to stay in school? We are denying students who have stayed in school, completed all course requirements, maintained good grades and not been behavior problems the diploma they have worked four years to earn. These students are not part of the problem. They are victims of a flawed test.
- Talk to educators! Most that I have talked to, including math teachers, don't feel that the exam is fair to our students. It would be interesting to test our teachers, maybe even our