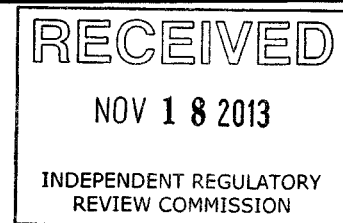


Cooper, Kathy

From: Roberta Vera Ricci <rricci@brynmawr.edu>
Sent: Saturday, November 16, 2013 11:18 AM
To: David Sumner
Subject: IRRC Executive Director David Sumner



Dear Director David Sumner,

I am writing in regard to the increase of Keystone exams from three to five. My name is Roberta Ricci and my daughter is attending Harriton HS as 9th grader attending all honor classes with straight A's. I am also a professor of literature at Bryn Mawr College and the Chair of the Italian Studies Department. In my position, during the last twenty years I have been active in the admission process in various colleges where I worked (including my recent institution). All this to say that I am very familiar with education in general, college education in particular, and assessment, since all these elements play a crucial role in my profession.

I strongly believe that using standardized exams, and more to the point of this letter, increasing standardized exams to high school students does not increase their chance of admission to college or better education per se. Students' learning and achievement should be measured individually and not expressed by a number, which is becoming more and more common in education today.

High school students are already constantly burdened with multiple tests in public school with the following negative results: increase of stress, sterile competition, and on the other hand decrease of the value of knowledge. Education cannot be measured by a score and thus a number. I could give many examples of fantastic students I had the pleasure to meet in my classroom during my twenty years as a professor who were brilliant minds and smart young adults, but their scores both in exams taken in colleges and high school were not the highest.

I wish that more value were given to learning, to the joy of reading in order to learn, in order to be better citizens, in order to teach our children better, in order to appreciate knowledge not for a grade but as a value instead of stressing and focusing all our energy in a sterile number. It would be such a better experience for our students and for their wonderful teachers in LMSD.

Last but not least, I also would like to mention the cost associated with these exams --cost that could be better invested in other resources to implement critical thinking, which is the ultimate goal of knowledge.

I thank you very much for your attention.
Best,
Roberta Ricci

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Roberta Vera Ricci, Ph.D

Chair and Associate Professor, Dept. of Italian Studies Co-Director,

Romance Languages Bryn Mawr College, PA

<http://news.brynmawr.edu/2013/07/30/italian-chair-roberta-ricci-travels-to-italy-to-study-the-work-of-poggio-bracciolini/>

<http://www.edizioniets.com/Scheda.asp?N=9788846725752>