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Submission date: 27-Dec-2018 06:09PM (UTC-0500)

Submission ID: 1060710300

File name: Education_Acts_final.docx (15.96K)

Word count: 452

Character count: 2558

Critique on Education Acts

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Critique on Education Acts

Numerous legislations have been enacted to promote equality and improve student performance in schools. Of particular interest was the Elementary and Secondary Act of 1965 that redefined K-12 education. The ³No Child Left Behind Act (NCLBA) of 2001 and Every Student Succeeds Act (ESSA) of 2015 also promised to transform the education sector. However, both NCLBA and ESSA have been met with stiff criticism. This paper reviews loopholes of the two Acts and their relation to the Common Core Standards.

The No Child Left Behind Act requires a few students from each state to participate in a national assessment test to gauge state progress. Such participation may encourage hard work, but it promotes an attitude of reading to the test (⁵U.S. Department of Education, n.d). This could be detrimental as student learning and teacher creativity are compromised. The Act's emphasis on standardized testing may also lead to anomalous results.

Enactment of the NCLBA was in itself a violation of the constitution as stipulated in the tenth amendment. The law is explicit that any powers not delegated to the federal state and not limited to the states should remain under control of the state or the people. Since the constitution does put education under the federal government, states should have the final say in this subject. NCLBA might be in agreement with the Core Standards but the constitution should reign supreme in every reform made (Common Core, n.d).

When President Obama ascended to the ESSA in 2015, it meant that the government started assessing non-cognitive behaviors and attitudes. This leads to the creation of a student database with sensitive information about families. This creates unnecessary tension should the data get to the wrong hands.

Implementation of ESSA is an attempt by the federal government to coerce states into maintaining the Common Core standards. Part of the Act requires that states demonstrate the adoption of standards that are aligned to college education and career life (Act, 2015). These were the same standards that were used to force states into adopting the Core Standards.

Just like NSLB, Every Student Succeeds Act further deprives the states control over education. With the federal government retaining the right to create computer adaptive assessments, student response to tests is compromised. Computer adaptive assessments may be successful in multiple-choice answers but the technology proves wanting in essay assessments. This corrodes the very power of education.

References

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