

Every resourceful student who aspires to go to college spends four stressful years of their lives studying their textbooks and notes, while spending every waking moment of their life worrying about how high their GPA will be by the end of senior year. These students also squeeze time into their schedules to fit in extra-curricular activities, so that not only do they have the grades, but based on the piece of paper presented in the admissions office, they also have a good background to compete with other students. But what if none of these tremendous scholars are ever able to attend any prestigious colleges, in which their potentials could take them. The standardized SAT's and ACT's hold these students back from attending esteemed universities, and furthermore, cripple the American society from benefiting from such talented minds. These tests will ultimately decide the success of a student's academic life, and will label all those students who have spent years of their lives studying as successful graduates, or failures. A couple of standardized tests should not hold such power such knowing that these tests do not do a good job of predicting a student's success in their freshman year of college, or do they do a good job of judging a student's four years of hard work in high school.

The SAT's use to be a test in the 1930's that would be used to pick out diamonds in the rough. For example, these tests use to help the poor get into better schools, and also be used to check for students who had inflated grades and also help look for students who showed potential. Now the SAT's are mainly dominated by wealthy families, and two main ethnic groups, Asians and Caucasians. Studies have shown that students who have shown to score more than 1700 are students in families that have an average annual income of \$200,000, and test scores are usually 12 points higher for each family earns \$20,000 more annually. Also with all the SAT prep books and classes out there that these wealthy family are able to buy for their students, it diminishes the value of what the tests were used to find in the first place... Potentially brilliant students who are in poverty-stricken families.

In fact, these standardized tests that every student must take does not measure what a student learns throughout their scholastic careers. Studies show that the SAT's and ACT's only measure about 18% of what a student learns throughout high school. David Coleman, president of the College Board, says that the majority of the these test questions are flawed because "The vocabulary portion is silly, he says, because the words are too esoteric for everyday use; the essay is problematic because it doesn't value accuracy; the math section isn't focused enough on concepts that matter". Even the president of the company that makes these tests, argues that right now students studying for the SAT tests are not spending time looking at anything that pertains relevance to what they are learning in the classrooms, and are wasting their time. The College Board's goal is to change that to where the tests would have relevance to classroom material.

Certainly these tests pose problems for students, but these tests also do not help create racially diverse schools being that the main ethnicities that score highest are Asians and Caucasians. These two ethnic groups dominate these tests, and this causes schools to admit lower scoring minorities to keep the balance in check on college campuses. The SAT's hold underrepresented students back from even applying to certain schools since most of these students are off-put from even taking the tests. Wake Forest University has went test- optional for the past three years and have found that instead of only 65% of the top ten percent of students in their classes applying to their school, now have 85% of top ten percent of students in their classes apply. President of Ithaca college, Thomas Rochon, also former president of the GRE's, believe that the SAT's contain no relevance to how well a student will do and since eliminated test scores from their application progress. Since then four thousand applicants chose not to give their test scores and the college had a seven percent increase on applicants. Their freshman class had one hundred more students than projected, and their GPA's remained the same as to the freshman a year ago. Thomas Espenshade, a sociologist at Princeton, believes that going test-optional increases the social diversity and academic strength of students at private colleges, and being "don't ask, don't tell" at public universities does the same.

The SAT's and ACT's are hurting our nation's future by eliminating potentially creative students, and preventing them from attending college. The SAT's and ACT's are not able to actually interpret a student's future in college, and now are actually just restricting students from attending colleges and universities. From what use to be a test that pin-pointed star students in unprivileged families, have turned into a lucrative business that makes \$700 million a year from making and administering these standardized tests. The fact is that intelligence is so complex that, as William Bates, Bates College Dean of Admission, says “no standardized testing system can be expected to capture it”.