

105TH CONGRESS
1ST SESSION

H. RES. 299

Expressing support for the States in adopting challenging academic standards
in core curricula.

IN THE HOUSE OF REPRESENTATIVES

OCTOBER 31, 1997

Mr. ETHERIDGE (for himself, Mr. HASTINGS of Florida, Mr. MCGOVERN, Mr. LAFALCE, Mr. CLEMENT, Ms. BROWN of Florida, Mrs. LOWEY, Mr. PRICE of North Carolina, Ms. LOFGREN, Ms. FURSE, Mr. JOHNSON of Wisconsin, Mr. BOSWELL, Mr. ROEMER, Mrs. TAUSCHER, Ms. DELAURO, Ms. STABENOW, Mr. NEAL of Massachusetts, Mr. DAVIS of Illinois, Mrs. MEEK of Florida, Mr. MALONEY of Connecticut, Mr. HOYER, Mr. CARDIN, Mr. RAHALL, and Mr. DINGELL) submitted the following resolution; which was referred to the Committee on Education and the Workforce

RESOLUTION

Expressing support for the States in adopting challenging
academic standards in core curricula.

Whereas we must improve student achievement in core educational curricula;

Whereas as a Nation we need to expect more of our students and provide strong schools with clear and high standards of achievement and discipline;

Whereas raising education standards in the core curricula has gained momentum in States and local districts throughout the country;

Whereas many States are beginning to use academic standards to make clear what students should learn and what teachers should teach;

Whereas standards help teachers and principals make decisions about developing their instructional programs without interfering with local curriculum decisions;

Whereas a standard measure of excellence can assist parents to hold schools accountable for improved performance, help teachers and principals improve curriculum and instruction, and give students a guide for charting their own progress; and

Whereas the Department of Education is developing tests in fourth grade reading and eighth grade mathematics through a consensus process: Now, therefore, be it

1 *Resolved*, That the Members of the United States
 2 House of Representatives support the 50 States adopting
 3 challenging academic standards in core subjects, and the
 4 development of rigorous tests to measure student achieve-
 5 ment.

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