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Jill N. Rice
Director of West Coast
Government Relations
1600 K St. Suite 4A
Sacramento, CA 95818
Phone: 916-403-2411
Email: jnrice@ets.org

RE: House Bill 2987

To Representative Alonso León and the House Education Committee,

My name is Jill Rice, and I am the director of west coast government and external relations for Educational Testing Service (ETS). By way of introduction, ETS is the world's largest non-profit educational assessment and research organization. We design, administer, and score more than 50 million tests annually and operate in more than 180 countries. One of ETS's assessments is the High School Equivalency Test (HiSET).

As you know, HB 2987 uses a significant amount of language that speaks specifically to the GED® and correlating scores. While Oregon has adopted only the GED® for high school equivalency tests, there are other such tests in the field. By drafting language that speaks to the assessments more broadly, future amendments to the statute can be avoided should Oregon approve additional high school equivalency tests. This is especially true in light of another bill pending in the House Education Committee, HB 2520 (Doherty) which requires the Education Coordinating Commission to conduct a study to determine whether the state should recognize more than one high school equivalency test to measure college and career readiness.

ETS does not have a position on this bill. Rather, ETS is merely suggesting technical amendments that refer to high school equivalency tests and credentials more generally rather than by the brand name of GED®.

ETS's suggested amendments to HB 2987 are as follows:

SECTION 1. (1) As used in this section ... ORS 350.350.

...

(3)(a) Each public institution ... has:

(A) Received a certificate for passing ~~an state~~-approved high school equivalency test ~~such as the General Educational Development (GED) test~~ as provided in ORS 350.175; and

...

(b) Except as provided in subsection (4) of this section, a student shall be considered to have received a grade indicating that the student is qualified to bypass developmental educational requirements and placement tests in a subject area in which the student has received a score ~~that indicates college and career readiness of 165 or higher on a General Educational Development (GED)~~

test on a state-approved high school equivalency test for which the Director of the Office of Community Colleges and Workforce Development has issued a certificate under ORS 350.175.

(4)(a) A public institution of higher education may notify the Higher Education Coordinating Commission if the institution considers it necessary to require that, in order to bypass developmental educational requirements and placement tests, incoming enrolled students receive a score **of 165 or higher on a General Educational Development (GED) test that indicates college and career readiness on a state-approved high school equivalency test.**

(b) Upon receiving notice under paragraph (a) of this subsection, the commission shall convene a committee to determine whether the institution may require a score **that indicates college and career readiness of higher than 165** on the identified subject area **of a state-approved high school equivalency test of a General Educational Development (GED) test** in order for a student to bypass developmental educational requirements and placement tests. Subject to paragraph (d) of this subsection, the commission may use a currently existing committee or work group for the purpose of complying with this subsection.

(c) A committee convened under this subsection shall:

...

(B) Consult with a representative from **the General Educational Development (GED) test the state-approved high school equivalency test vendor(s)** prior to issuing a final determination under paragraph (d) of this subsection.

(d) A committee convened under this subsection shall make a final determination on whether the public institution of higher education may require that a student receive a score **indicating college and career readiness on a state-approved high school equivalency test of higher than 165 in the identified subject area on a General Educational Development (GED) test** in order to bypass developmental educational requirements and placement tests. The determination must be based on whether the institution has provided justification for each subject area in which a score **of 165 on a General Educational Development (GED) test indicating college and career readiness on a state-approved high school equivalency test** is not sufficient for a student to bypass developmental educational requirements and placement tests. The justification must include:

(A) A thorough analysis of placement validity findings detailing the academic performance of students at the public institution of higher education who have taken **the General Educational Development (GED) on a state-approved high school equivalency test**, with disaggregated data on courses of study and exam scores; and

(B) Specific data on learning outcomes that have not been met by students who receive a score **indicating college and career readiness on a state-approved high school equivalency of 165 on the General Educational Development (GED) test.**

(5) If a committee convened under subsection (4) of this section determines that a public institution of higher education may require that students receive a score **indicating college and career readiness of higher than 165 on a General Educational Development (GED) on a state-approved high school equivalency** test in order to bypass developmental educational requirements and placement tests, the committee shall submit a report detailing the final determination, including the justification provided by the institution under subsection

I appreciate your time and consideration. Please let me know if I, or ETS, may be of assistance in any way.

Thank you,



Jill N. Rice
Director of West Coast Government & External Relations
Educational Testing Service (ETS)
1600 K Street, Suite 4A
Sacramento, CA 95818
(916) 403-2411
JNRice@ETS.org