House Bill 2960

Sponsored by Representative OWENS (at the request of former Representative Cheri Helt)

SUMMARY

The following summary is not prepared by the sponsors of the measure and is not a part of the body thereof subject to consideration by the Legislative Assembly. It is an editor’s brief statement of the essential features of the measure as introduced.

Allows school district and public charter school to implement nationally recognized high school assessment in mathematics, science or English if assessment complies with specified criteria.

A BILL FOR AN ACT

Relating to school assessments; amending ORS 329.485.

Be It Enacted by the People of the State of Oregon:

SECTION 1. ORS 329.485 is amended to read:

ORS 329.485. (1) As used in this section:

(a) “Content-based assessment” means testing of the understanding of a student of a predeter-

(b) “Criterion-referenced assessment” means testing of the knowledge or ability of a student with

(c) “Performance-based assessment” means testing of the ability of a student to use knowledge

(2)(a) The Department of Education shall implement statewide a valid and reliable assessment

(b) The department shall develop the statewide assessment system in mathematics, science,

(3) In addition to the assessment system implemented under subsection (2) of this section, the
department may make available to school districts and public charter schools an assessment system

(a) Measure a student’s progress toward mastery of the knowledge and skills of the student’s

(b) Determine the student’s level of mastery, which shall be determined regardless of the actual

(c) Track and provide reports on the progress of a student based on the information provided

(d) Provide predictions of anticipated student progress that are based on the information pro-

NOTE: Matter in boldfaced type in an amended section is new; matter [italic and bracketed] is existing law to be omitted. New sections are in boldfaced type.

LC 1597
(4)(a) School districts and public charter schools shall implement:

(A) The statewide assessment system in mathematics, science and English. In addition,;

(B) A nationally recognized high school assessment in mathematics, science or English if the assessment complies with criteria established by the State Board of Education by rule and the school district or public charter school has provided appropriate notices to the Department of Education and to the parents of the students who will be taking the assessment.

(b) School districts and public charter schools may implement the statewide assessment system in history, geography, economics and civics.

[(b)] (c) School districts and public charter schools may choose to implement the assessment system described in subsection (3) of this section.

(5)(a) Each year the resident school district shall be accountable for determining the student’s progress toward achieving the academic content standards. Progress toward the academic content standards:

(A) Shall clearly show the student and parents whether the student is making progress toward meeting or exceeding the academic content standards at the student’s current grade level or course content level;

(B) Shall be based on the student’s progress toward mastery of a continuum of academic knowledge and skills; and

(C) May be based on the student’s progress in a continuum of knowledge and skills that are not academic and that may include student behaviors that are defined by the school district.

(b) School districts shall determine the method and format for showing student progress toward achieving the academic content standards. Communications on student progress shall include a reasonable number, as determined by the school district, of academic knowledge and skills in a content area to enable parents and students to understand a student’s progress toward meeting or exceeding the academic content standards. No more than three indicators of academic knowledge and skills per content area reporting category shall be required as provided by this section. A school district may use more than three indicators of academic knowledge and skills per content area reporting category if the school district implements a proficiency education system as provided by ORS 329.119.

(6) In addition to the requirements described in subsection (5) of this section, the school district shall adopt and implement a reporting system based on the school district board adopted course content of the school district’s curriculum. The reporting system:

(a) Shall clearly show the student and parents whether the student is achieving course requirements at the student’s current grade level or course content level;

(b) Shall be based on the student’s progress toward mastery of a continuum of academic knowledge and skills; and

(c) May be based on the student’s progress in a continuum of knowledge and skills that are not academic and that may include student behaviors that are defined by the school district.

(7) If a student has not met or has exceeded all of the academic content standards, the school district shall make additional services or alternative educational or public school options available to the student.

(8) If the student to whom additional services or alternative educational options have been made available does not meet or exceed the academic content standards within one year, the school district, with the consent of the parents, shall make an appropriate placement, which may include an alternative education program or the transfer of the student to another public school in the school
district or to a public school in another school district that agrees to accept the student. The school
district that receives the student shall be entitled to payment. The payment shall consist of:
(a) An amount equal to the school district's expenses from its local revenues for each student
in average daily membership, payable by the resident school district in the same year; and
(b) Any state and federal funds the attending school district is entitled to receive payable as
provided in ORS 339.133 (2)(b).