

This Document can be made available  
in alternative formats upon request

State of Minnesota  
**HOUSE OF REPRESENTATIVES**  
NINETIETH SESSION

**H. F. No. 1332**

02/16/2017 Authored by Erickson  
The bill was read for the first time and referred to the Committee on Education Innovation Policy

1.1 A bill for an act  
1.2 relating to education; requiring student assessment results be available to school  
1.3 districts and teachers; amending Minnesota Statutes 2016, section 120B.30,  
1.4 subdivision 1a.

1.5 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

1.6 Section 1. Minnesota Statutes 2016, section 120B.30, subdivision 1a, is amended to read:

1.7 Subd. 1a. **Statewide and local assessments; results.** (a) For purposes of this section,  
1.8 the following definitions have the meanings given them.

1.9 (1) "Computer-adaptive assessments" means fully adaptive assessments.

1.10 (2) "Fully adaptive assessments" include test items that are on-grade level and items that  
1.11 may be above or below a student's grade level.

1.12 (3) "On-grade level" test items contain subject area content that is aligned to state  
1.13 academic standards for the grade level of the student taking the assessment.

1.14 (4) "Above-grade level" test items contain subject area content that is above the grade  
1.15 level of the student taking the assessment and is considered aligned with state academic  
1.16 standards to the extent it is aligned with content represented in state academic standards  
1.17 above the grade level of the student taking the assessment. Notwithstanding the student's  
1.18 grade level, administering above-grade level test items to a student does not violate the  
1.19 requirement that state assessments must be aligned with state standards.

1.20 (5) "Below-grade level" test items contain subject area content that is below the grade  
1.21 level of the student taking the test and is considered aligned with state academic standards  
1.22 to the extent it is aligned with content represented in state academic standards below the

2.1 student's current grade level. Notwithstanding the student's grade level, administering  
2.2 below-grade level test items to a student does not violate the requirement that state  
2.3 assessments must be aligned with state standards.

2.4 (b) The commissioner must use fully adaptive mathematics and reading assessments for  
2.5 grades 3 through 8.

2.6 (c) For purposes of conforming with existing federal educational accountability  
2.7 requirements, the commissioner must develop and implement computer-adaptive reading  
2.8 and mathematics assessments for grades 3 through 8, state-developed high school reading  
2.9 and mathematics tests aligned with state academic standards, a high school writing test  
2.10 aligned with state standards when it becomes available, and science assessments under  
2.11 clause (2) that districts and sites must use to monitor student growth toward achieving those  
2.12 standards. The commissioner must not develop statewide assessments for academic standards  
2.13 in social studies, health and physical education, and the arts. The commissioner must require:

2.14 (1) annual computer-adaptive reading and mathematics assessments in grades 3 through  
2.15 8, and high school reading, writing, and mathematics tests; and

2.16 (2) annual science assessments in one grade in the grades 3 through 5 span, the grades  
2.17 6 through 8 span, and a life sciences assessment in the grades 9 through 12 span, and the  
2.18 commissioner must not require students to achieve a passing score on high school science  
2.19 assessments as a condition of receiving a high school diploma.

2.20 (d) The commissioner must ensure that for annual computer-adaptive assessments:

2.21 (1) individual student performance data and achievement reports are available to school  
2.22 districts and teachers within three school days of when students take an assessment except  
2.23 in a year when an assessment reflects new performance standards;

2.24 (2) growth information is available for each student from the student's first assessment  
2.25 to each proximate assessment using a constant measurement scale;

2.26 (3) parents, teachers, and school administrators are able to use elementary and middle  
2.27 school student performance data to project students' secondary and postsecondary  
2.28 achievement; and

2.29 (4) useful diagnostic information about areas of students' academic strengths and  
2.30 weaknesses is available to teachers and school administrators for improving student  
2.31 instruction and indicating the specific skills and concepts that should be introduced and  
2.32 developed for students at given performance levels, organized by strands within subject

3.1 areas, and aligned to state academic standards within two weeks of when students take an  
3.2 assessment except in a year when an assessment reflects new performance standards.

3.3 (e) The commissioner must ensure that all state tests administered to elementary and  
3.4 secondary students measure students' academic knowledge and skills and not students'  
3.5 values, attitudes, and beliefs.

3.6 (f) Reporting of state assessment results must:

3.7 (1) provide timely, useful, and understandable information on the performance of  
3.8 individual students, schools, school districts, and the state;

3.9 (2) include a growth indicator of student achievement; and

3.10 (3) determine whether students have met the state's academic standards.

3.11 (g) Consistent with applicable federal law, the commissioner must include appropriate,  
3.12 technically sound accommodations or alternative assessments for the very few students with  
3.13 disabilities for whom statewide assessments are inappropriate and for English learners.

3.14 (h) A school, school district, and charter school must administer statewide assessments  
3.15 under this section, as the assessments become available, to evaluate student progress toward  
3.16 career and college readiness in the context of the state's academic standards. A school,  
3.17 school district, or charter school may use a student's performance on a statewide assessment  
3.18 as one of multiple criteria to determine grade promotion or retention. A school, school  
3.19 district, or charter school may use a high school student's performance on a statewide  
3.20 assessment as a percentage of the student's final grade in a course, or place a student's  
3.21 assessment score on the student's transcript.

3.22 **EFFECTIVE DATE.** This section is effective for the 2017-2018 school year and later.