

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 1995

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HOUSE BILL 877

Short Title: Abolish End-of-Course Testing.

(Public)

Sponsors: Representatives Cansler; Arnold, Buchanan, Capps, Cummings, Davis, Eddins, McMahan, Russell, C. Wilson, and Wood.

Referred to: Education.

April 12, 1995

A BILL TO BE ENTITLED

1 AN ACT TO ABOLISH THE END-OF-COURSE AND END-OF-GRADE TESTS AND
2 TO DIRECT THE STATE BOARD OF EDUCATION TO RECOMMEND
3 ALTERNATIVE METHODS OF ASSESSING STUDENT PERFORMANCE.
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5 The General Assembly of North Carolina enacts:

6 Section 1. G.S. 115C-174.11(c) is repealed.

7 Sec. 2. The State Board of Education shall examine the testing programs that
8 have been used in the public schools, determine the strengths and weaknesses of those
9 programs, and report to the General Assembly prior to May 1, 1996, on its
10 recommendations on how to measure best the academic achievements of public school
11 students and the effectiveness of public school teachers. In the course of this study, the
12 State Board may consider issues including the following:

13 (1) The best way to measure academic achievement of North Carolina
14 students and at the same time provide a meaningful comparison with
15 students in other states;

16 (2) Ways to measure the increase in individual student's knowledge or
17 abilities over the course of an academic year and to compare end-of-
18 year results with goals for individual students;

- 1 (3) Whether evaluation should concentrate on achievements in the areas of
2 reading, communication skills, and mathematics; and
3 (4) Ways to measure the effectiveness of teachers by focusing on the
4 academic achievements of the teachers' students.

5 The State Board of Education shall also consider the use of nationally
6 standardized achievement tests rather than tests created for the North Carolina public
7 schools. If the State Board determines that tests created for the North Carolina public
8 schools are preferable, the State Board shall include in its report to the General Assembly
9 the reasons those tests offer significantly greater benefits in measuring student
10 performance.

11 The State Board of Education shall also consider ways to decrease the amount
12 of class and teacher time devoted to testing or practice testing rather than to academic
13 instruction.

14 Sec. 3. Section 1 of this act becomes effective July 1, 1996. The remainder of
15 this act is effective upon ratification.