HOUSE BILL 1277

By: Delegate Belcastro
Introduced and read first time: February 11, 2022
Assigned to: Ways and Means

A BILL ENTITLED

AN ACT concerning

State Department of Education – Assessments – Study and Report

FOR the purpose of requiring the State Department of Education to perform a thorough study, analysis, and evaluation of student assessments given in the State; and generally relating to the State Department of Education and student assessments.

SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND, That:

(a) (1) In this section the following words have the meanings indicated.

(ii) “Assessment” means a federal, State, or locally mandated test that is intended to measure a student’s academic readiness, learning potential, or skill acquisition.

(iii) “Assessment” does not include:

1. a teacher–developed quiz or test; or

2. a sample test that is not administered to all students.

(3) “County” includes Baltimore City.

(b) (1) The State Department of Education shall conduct a thorough study, analysis, and evaluation of assessments administered in the State by collecting the following data from each county board of education’s District Committee on Assessments:

(i) the average amount of time, within each grade and by subject matter, spent on assessments;
(ii) the percentage of the annually required instruction hours dedicated to assessments each year as compared to the amount of time agreed to or prescribed under § 7–203(h)(2) of the Education Article;

(iii) if the percentage of time spent on assessments has exceeded the amount agreed to or prescribed under § 7–203(h)(2) of the Education Article, the reasons for the extra assessment time;

(iv) the amount of time between the administration of an assessment and the return of individualized student results to teachers;

(v) whether teachers are able to incorporate the results of assessments into their instruction and the challenges they face in doing so;

(vi) the average time, within each grade and by subject matter, that teachers spend on student learning objectives before and after assessments are given; and

(vii) the school employees who most often serve as proctors for the administration of assessments and how their regular job duties are covered during the proctoring of an assessment.

(2) For each item under paragraph (1) of this subsection, the State Department of Education shall report data from school years 2017–2018 through 2021–2022.

(c) The State Department of Education also shall collect the following information from each District Committee on Assessments, any available peer-reviewed literature, and subject matter experts:

(1) how assessments are evaluated for cultural bias;

(2) when administering an assessment in a single longer period of time compared to multiple shorter periods of time, the impact on:

(i) student results; and

(ii) the roles and schedules of teachers, administrators, school-based support professionals, and school testing coordinators; and

(3) the scheduling approaches that yield minimal assessment time and maximum instruction time.

(d) (1) On or before January 1, 2023, the State Department of Education shall report the results of its findings and recommendations to the Governor and, in accordance with § 2–1257 of the State Government Article, the General Assembly.

(2) In its report, the State Department of Education shall include:
(i) recommendations on best practices for assessments; and

(ii) an analysis of whether the approach to developing a culturally unbiased kindergarten readiness assessment could be expanded to other assessments.

SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect July 1, 2022.