

(b) Establishes in rule basic skills requirements in three core curricular areas of reading, writing and math. Strikes a profile of learning reference. Anticipates that students will have an opportunity to excel by meeting higher academic standards through local academic achievement tests of knowledge. Strikes a reference to skills testing.

(c) Strikes a requirement that the commissioner evaluate alternative assessments.

(d) Strikes language describing the profile of learning.

(e) Strikes the 11 learning areas under the profile of learning.

(g) Strikes a requirement that the commissioner publish information on school districts' implementation of the profile of learning.

(h) Strikes a requirement that school districts integrate required and elective content standards.

(i) Indicates that school districts are not required to participate in the National Assessment of Educational Progress or Title I of the Elementary and Secondary Schools Act.

2 Statewide testing. (a) Strikes language directing the commissioner, as part of a comprehensive assessment system, to include annual statewide tests in third, fifth and eighth grade that are aligned with the state's graduation standards. Directs the commissioner to administer basic skills tests. Makes 75 percent the passing score for the basic skills reading and math tests. Strikes language making third and fifth grade Minnesota comprehensive assessment results available to the public and for diagnostic purposes.

(b) Strikes language requiring a secondary level test of required learning areas under the profile of learning. Requires a statewide test to:

(1) use a multiple choice format with only one correct answer except essay requirements for writing;

(2) test academic, objective knowledge and not students' personal beliefs, values, or attitudes;

(3) make available to the public and parents, upon request, the test, answers, and student results and report to the office of educational accountability the test, answers and results within 60 days of when the test is administered.

(c) Directs the commissioner to report aggregate school site and school district student academic basic skills achievement levels.

(d) Strikes language creating special education and LEP student testing exemptions. Removes students' participation in the National Assessment of Educational Progress as a component of statewide public reporting and adds students' PSAT and SAT scores as a component of statewide public reporting.

3 Educational accountability. Strikes language requiring the office of educational accountability to advise the legislature and the commissioner on a framework that makes schools accountable for students achieving the state's graduation rule. Directs the office to advise the legislature and the commissioner on how well educational testing and reporting measures student academic achievement. Strikes language directing the office to consider the objectivity and neutrality of the state's accountability system.

4 Student academic achievement levels.

Subd. 1. Local testing. (a) Directs school districts annually to administer a uniform testing program to determine whether third, fifth and tenth grade students meet local expectations for academic achievement. Strikes language requiring the legislature to determine state expectations after receiving the commissioner's recommendation.

(b) Requires the testing program to measure:

(1) third grade students' math and language arts knowledge

(2) fifth and tenth grade students' math, language arts, science, history and geography knowledge.

(c) Directs school districts to select the testing program, which may include nationally norm referenced tests, placement tests, locally developed tests, or other tests. Requires that the test:

(1) use a multiple choice format with only one correct answer except essay requirements for writing;

(2) test academic, objective knowledge and not students' personal beliefs, values, or attitudes;

(3) be secure, confidential and timed, prohibit the use of outside aids or references, except calculators at the secondary level, and accommodate students with disabilities;

(4) be sufficiently comprehensive to identify academic excellence; and

(5) make available to the public and parents, upon request, the test, answers, and student results and report to the office of educational accountability the test, answers and results within 60 days of when the test is administered.

Subd. 2. Assistance. Requires a district to consider parent recommendations when developing a plan to improve student achievement.

5 Student academic achievement levels; local testing revenue. Makes a district's local testing revenue equal to an unspecified sum times its adjusted marginal cost pupil units beginning in fiscal year 2002 and late, which must be used to meet local testing requirements.

6 Appropriation; local testing revenue. Appropriates unspecified sums from the general fund to the department of children, families and learning for local testing revenue in fiscal year 2002 and fiscal year 2003.

7 Repealer. Repeals statutory provisions and rules governing the profile of learning.

8 Revisor's instruction. Directs the revisor to make headnote changes consistent with the requirements of this bill.