

# HOUSE BILL 1277

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By: **Delegate Belcastro**

Introduced and read first time: February 11, 2022

Assigned to: Ways and Means

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## A BILL ENTITLED

1 AN ACT concerning

2 **State Department of Education – Assessments – Study and Report**

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

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

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

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

12 (ii) “Assessment” does not include:

13 1. a teacher–developed quiz or test; or

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

15 (3) “County” includes Baltimore City.

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

19 (i) the average amount of time, within each grade and by subject  
20 matter, spent on assessments;

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EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.



1 (ii) the percentage of the annually required instruction hours  
2 dedicated to assessments each year as compared to the amount of time agreed to or  
3 prescribed under § 7–203(h)(2) of the Education Article;

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

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

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

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

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

16 (2) For each item under paragraph (1) of this subsection, the State  
17 Department of Education shall report data from school years 2017–2018 through  
18 2021–2022.

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

22 (1) how assessments are evaluated for cultural bias;

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

25 (i) student results; and

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

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

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

33 (2) In its report, the State Department of Education shall include:

1 (i) recommendations on best practices for assessments; and

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

4 SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect July  
5 1, 2022.