

**GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2001**

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HOUSE BILL 1201

Short Title: Make State Tests Useful to Parents.

(Public)

Sponsors: Representatives Shubert; Capps and Davis.

Referred to: Education.

April 12, 2001

A BILL TO BE ENTITLED

1
2 AN ACT TO ENSURE THAT ALL COMPONENTS OF THE STATEWIDE
3 SCHOOL TESTING PROGRAM ALIGN WITH NATIONAL STUDENT
4 ACADEMIC PERFORMANCE STANDARDS.

5 The General Assembly of North Carolina enacts:

6 **SECTION 1.** G.S. 115C-105.40 reads as rewritten:

7 "**§ 115C-105.40. Student academic performance standards.**

8 The State Board of Education shall develop a plan to create rigorous student
9 academic performance standards for kindergarten through eighth grade and student
10 academic performance standards for courses in grades 9-12. The performance standards
11 shall ~~align, whenever possible, align~~ with the student academic performance standards
12 developed for the National Assessment of Educational Progress ~~(NAEP).~~(NAEP) or
13 with some other student academic performance standard that permits comparability on a
14 national level. The plan also shall include clear and understandable methods of
15 reporting individual student academic performance to parents."

16 **SECTION 2.** G.S. 115C-12(9b) reads as rewritten:

17 "**§ 115C-12. Powers and duties of the Board generally.**

18 The general supervision and administration of the free public school system shall be
19 vested in the State Board of Education. The State Board of Education shall establish
20 policy for the system of free public schools, subject to laws enacted by the General
21 Assembly. The powers and duties of the State Board of Education are defined as
22 follows:

23 ...

24 (9b) Power to Develop Exit Exams. – The Board shall develop a plan to
25 implement high school exit exams, grade-level student proficiency
26 benchmarks, student proficiency benchmarks for academic courses
27 required for admission to constituent institutions of The University of
28 North Carolina, and student proficiency benchmarks for the knowledge

1 and skills necessary to enter the workforce. The State Board may
2 develop student proficiency benchmarks for other courses offered to
3 secondary school students. The high school exit exams and student
4 proficiency benchmarks shall be aligned with G.S. 115C-12(9a) and
5 may contain pertinent components of the school-based accountability
6 annual performance goals. The State Board shall not use State funds to
7 develop or administer any tests unless the results of those tests align
8 with the student academic performance standards developed in
9 accordance with G.S. 115C-105.40, which permit comparability of
10 performance on a national level.

11 "

12 **SECTION 3.** This act becomes effective July 1, 2001.