

**BILL:** House Bill 412  
**TITLE:** Education – Administration of Assessments – Provision of Information  
**POSITION:** OPPOSE  
**DATE:** March 3, 2016  
**COMMITTEE:** Ways and Means Committee  
**CONTACT:** John R. Woolums, Esq.

The Maryland Association of Boards of Education (MABE) opposes House Bill 412.

This legislation proposes to mandate annual reporting on student assessments administered in each local school system, including information regarding the purpose, grade level, subject matter, accommodations, and the status of the assessment as mandated or, presumably, available to be administered at the discretion of a principal or individual teacher.

MABE shares the concerns of local school systems that this legislation proposes a seemingly simple set of reporting requirements which would apply to a very broad scope of student assessments and do so in a manner which lacks clear definitions of terms, including a definition of assessment.

The complexity underlying what may otherwise appear to be straightforward “testing issues” is one of the key reasons the General Assembly created the Commission to Review Maryland's Use of Assessments and Testing in Public Schools. The Commission’s charge is to develop recommendations regarding “how local school systems and the State can improve the process in which local, State, and federally mandated assessments are administered and used to inform instruction” (House Bill 452, 2015).

This legislation, by contrast, would preempt the work of the Commission and establish a mandate in state law for an unwarranted encyclopedia of all student assessments administered in a school year. The report would have to include detailed information on assessments ranging from formative quizzes and benchmarks, whether developed by the system or individual teacher, to summative final exams such as advanced placement tests and high school assessments (HSAs). MABE cautions against mandating the investment of time and resources required to report annually on the purpose, testing window, and whether and which accommodations are available to individual students based on special needs, across this vast expanse of “assessments administered in a local school system.”

For these reasons, MABE requests an unfavorable report on House Bill 412.