

**BILL:** House Bill 1373  
**TITLE:** Education - Assessments - Administration  
**DATE:** March 9, 2018  
**POSITION:** OPPOSE  
**COMMITTEE:** Ways and Means Committee  
**CONTACT:** John R. Woolums, Esq.

The Maryland Association of Boards of Education (MABE), representing all of the state's local boards of education, opposes House Bill 1373.

MABE strongly opposes this bill to prohibit the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment from being administered; and mandating the use of the California Achievement Test (CAT).

In general, MABE advocates that any changes to requirements regarding curriculum, student assessments, or graduation requirements, should be addressed through the State Board of Education's policy-making and regulatory process. MABE believes that in creating the State Board and local boards of education the General Assembly has appropriately delegated the responsibility for the development of curriculum and student instructional programming, as well as professional development programming for teachers and other school employees.

MABE certainly appreciates the General Assembly's attention to the major transitions in the State's education system in recent years. Local board members have participated on several state commissions and collaborated on program initiatives in the area of student assessments, but MABE opposes this bill's effort to mandate the elimination of one statewide student performance assessment and the adoption of another.

MABE and local boards have been closely engaged in the development and implementation of Maryland's College and Career-Ready Standards and the corresponding PARCC assessments. Maryland adopted the Common Core State Standards in 2010, and MSDE then proceeded to adopt the Maryland College and Career Readiness Standards and curricular framework. At the same time, the State Board decided to transition from the Maryland School Assessments (MSAs) and High School Assessments (HSAs) to new State assessments developed in conjunction with the Partnership for Assessment of Readiness for College and Careers (PARCC).

The General Assembly has also been actively engaged in guiding and monitoring the transition of the State's school and student performance accountability system. In 2013, Senate Bill 740, the College and Career Readiness and College Completion Act of 2013 was enacted to establish a number of requirements regarding student assessments and courses aimed at increasing college and career readiness. More recently, in 2017 the legislature enacted legislation to set parameters for the State Board's development of the State's plan to implement the Every Student Succeeds Act (ESSA).

Again, while MABE greatly appreciates the legislature's engagement on major education policy issues, we oppose this legislation as being too intrusive into the role of the State Department of Education and State Board of education, in conjunction with local boards of education, to determine appropriate state and local student assessments policies.

For these reasons, MABE requests an unfavorable report on House Bill 1373.