

Existing law, relative to the La. Competency-Based Education Program, provides for certain provisions and terminology pertaining to standards and testing.

Standards

Prior law referred to statewide "curriculum standards", defined as required subjects to be taught, curriculum guides which contain grade appropriate skills and competencies, suggested activities and instruction materials, and minimum required time allotments for instruction in all subjects.

New law changes this terminology to "content standards", defined as statements that define what a student should know or be able to accomplish at the end of a specific time period or grade level or at the completion of a course. Further provides that "content standards" shall represent the knowledge and skills needed for students to successfully transition to postsecondary education and the workplace, as determined by content experts, elementary and secondary educators and school leaders, postsecondary education leaders, and business and industry leaders.

Prior law prohibited curriculum standards and scores from exceeding any national average standards, scores, or percentile rankings. New law deletes prior law.

Testing

Prior law referred to "criterion-referenced tests". New law changes this terminology to "standards-based assessments".

Existing law provides for evaluation in the subjects of English language arts, mathematics, science, and social studies. Prior law provided for criterion-referenced tests in these subjects in grades four and eight and at the high school level. New law provides for standards-based assessments in these subjects in grades three through 11, at minimum. Adds that beginning with the 2014-15 school year, the standards-based assessments implemented by BESE in English language arts and mathematics shall be based on nationally recognized content standards that represent the knowledge and skills needed for students to successfully transition to postsecondary education and the workplace.

Prior law required that LEAP include one criterion-referenced test, one national norm-referenced test, or one augmented norm-referenced test, given to students statewide in grades three, five, six, seven, and nine. Required the National Assessment of Educational Progress to be administered, if available, to at least a sample of fourth and eighth graders. New law repeals prior law.

Existing law requires the state Dept. of Education, for fourth and eighth grades, to establish for certain tests (or certain portions thereof) the level of achievement as definitive of the level of student proficiency in mathematics, English language arts, science, and social studies.

Prior law required BESE to establish the level of proficiency required of fourth and eighth grade students in order to proceed with their schooling without intervention. New law requires these students to demonstrate proficiency in order to advance to grades five and nine.

Prior law provided for the following requirements:

- (1) Required the state superintendent of education to submit recommendations to BESE for expanding opportunities for students failing to achieve the required proficiency levels to be promoted to grades five and nine.
- (2) Required BESE:
 - (a) To have approved and implemented these recommendations by Jan. 10, 2010.
 - (b) To make information available to the public and House and Senate education committees indicating where a sample of students scoring at the state's

proficiency level on the state criterion-referenced tests scored on a national norm-referenced test.

New law deletes prior law.

Effective August 1, 2012.

(Amends R.S. 17:24.4(A)(1), (2), and (4), (E), (F)(1)(c), (d), and (e), (3)(a) and (b)(ii), and (4)(a), and (G)(4)(a); Repeals R.S. 17:24.4(F)(2))