



Sen. David Koehler

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1 AMENDMENT TO SENATE BILL 445

2 AMENDMENT NO. \_\_\_\_\_. Amend Senate Bill 445 by replacing  
3 everything after the enacting clause with the following:

4 "Section 5. The School Code is amended by changing Section  
5 2-3.64a-5 as follows:

6 (105 ILCS 5/2-3.64a-5)

7 Sec. 2-3.64a-5. State goals and assessment.

8 (a) For the assessment and accountability purposes of this  
9 Section, "students" includes those students enrolled in a  
10 public or State-operated elementary school, secondary school,  
11 or cooperative or joint agreement with a governing body or  
12 board of control, a charter school operating in compliance with  
13 the Charter Schools Law, a school operated by a regional office  
14 of education under Section 13A-3 of this Code, or a public  
15 school administered by a local public agency or the Department  
16 of Human Services.

1           (b) The State Board of Education shall establish the  
2 academic standards that are to be applicable to students who  
3 are subject to State assessments under this Section. The State  
4 Board of Education shall not establish any such standards in  
5 final form without first providing opportunities for public  
6 participation and local input in the development of the final  
7 academic standards. Those opportunities shall include a  
8 well-publicized period of public comment and opportunities to  
9 file written comments.

10           (c) Beginning in the 2018-2019 school year, the State Board  
11 of Education shall annually assess all students in reading and  
12 mathematics in grades 3 through 8 to meet the goals and  
13 standards of the federal Every Student Succeeds Act and related  
14 rules. The State Board of Education shall implement a balanced  
15 assessment system of diagnostic, formative, and summative  
16 assessments that provide information useful to teachers for the  
17 purpose of guiding discussion and instruction in a timely  
18 manner. The State Board of Education shall assess all students  
19 with multiple, coordinated, coherent, and valid measures with a  
20 goal of increasing the amount and impact of instructional time  
21 and maximizing the measurement of student learning. The  
22 assessment system shall provide grade-level proficiency scores  
23 for accountability purposes, as well as progress,  
24 instructional information, and growth for each student. The  
25 State Board of Education shall take advantage of the Every  
26 Student Succeeds Act's support for assessments both within and

1 outside of grade level; measures of academic growth  
2 irrespective of grade level that are measured against a stable,  
3 grade-independent scale; and other non-academic measures, such  
4 as graduation rates and student engagement, thus providing  
5 maximum information about students regardless of whether they  
6 are performing at, below, or above grade level. The assessment  
7 system shall include evidence that is instructionally  
8 relevant, student-centered, and timely delivered so that it  
9 helps educators and policy makers measure and improve the  
10 effectiveness of the educational system against accountability  
11 expectations. Beginning no later than the 2014-2015 school  
12 year, the State Board of Education shall annually assess all  
13 students enrolled in grades 3 through 8 in English language  
14 arts and mathematics.

15 Beginning no later than the 2017-2018 school year, the  
16 State Board of Education shall annually assess all students in  
17 science at one grade in grades 3 through 5, at one grade in  
18 grades 6 through 8, and at one grade in grades 9 through 12.

19 The State Board of Education shall annually assess schools  
20 that operate a secondary education program, as defined in  
21 Section 22-22 of this Code, in English language arts and  
22 mathematics. The State Board of Education shall administer no  
23 more than 3 assessments, per student, of English language arts  
24 and mathematics for students in a secondary education program.  
25 One of these assessments shall include a college and career  
26 ready determination that shall be accepted by this State's

1 public institutions of higher education, as defined in the  
2 Board of Higher Education Act, for the purpose of student  
3 application or admissions consideration.

4 Students who are not assessed for college and career ready  
5 determinations may not receive a regular high school diploma  
6 unless the student is exempted from taking State assessments  
7 under subsection (d) of this Section because (i) the student's  
8 individualized educational program developed under Article 14  
9 of this Code identifies the State assessment as inappropriate  
10 for the student, (ii) the student is enrolled in a program of  
11 adult and continuing education, as defined in the Adult  
12 Education Act, (iii) the school district is not required to  
13 assess the individual student for purposes of accountability  
14 under federal No Child Left Behind Act of 2001 requirements,  
15 (iv) the student has been determined to be an English learner  
16 and has been enrolled in schools in the United States for less  
17 than 12 months, or (v) the student is otherwise identified by  
18 the State Board of Education, through rules, as being exempt  
19 from the assessment.

20 The State Board of Education shall not assess students  
21 under this Section in subjects not required by this Section.

22 Districts shall inform their students of the timelines and  
23 procedures applicable to their participation in every yearly  
24 administration of the State assessments. The State Board of  
25 Education shall establish periods of time in each school year  
26 during which State assessments shall occur to meet the

1 objectives of this Section.

2 (d) Every individualized educational program as described  
3 in Article 14 shall identify if the State assessment or  
4 components thereof are appropriate for the student. The State  
5 Board of Education shall develop rules governing the  
6 administration of an alternate assessment that may be available  
7 to students for whom participation in this State's regular  
8 assessments is not appropriate, even with accommodations as  
9 allowed under this Section.

10 Students receiving special education services whose  
11 individualized educational programs identify them as eligible  
12 for the alternative State assessments nevertheless shall have  
13 the option of taking this State's regular assessment that  
14 includes a college and career ready determination, which shall  
15 be administered in accordance with the eligible accommodations  
16 appropriate for meeting these students' respective needs.

17 All students determined to be English learners shall  
18 participate in the State assessments, excepting those students  
19 who have been enrolled in schools in the United States for less  
20 than 12 months. Such students may be exempted from  
21 participation in one annual administration of the English  
22 language arts assessment. Any student determined to be an  
23 English learner shall receive appropriate assessment  
24 accommodations, including language supports, which shall be  
25 established by rule. Approved assessment accommodations must  
26 be provided until the student's English language skills develop

1 to the extent that the student is no longer considered to be an  
2 English learner, as demonstrated through a State-identified  
3 English language proficiency assessment.

4 (e) The results or scores of each assessment taken under  
5 this Section shall be made available to the parents of each  
6 student.

7 In each school year, the scores attained by a student on  
8 the State assessment that includes a college and career ready  
9 determination must be placed in the student's permanent record  
10 and must be entered on the student's transcript pursuant to  
11 rules that the State Board of Education shall adopt for that  
12 purpose in accordance with Section 3 of the Illinois School  
13 Student Records Act. In each school year, the scores attained  
14 by a student on the State assessments administered in grades 3  
15 through 8 must be placed in the student's temporary record.

16 (f) All schools shall administer an academic assessment of  
17 English language proficiency in oral language (listening and  
18 speaking) and reading and writing skills to all children  
19 determined to be English learners.

20 (g) All schools in this State that are part of the sample  
21 drawn by the National Center for Education Statistics, in  
22 collaboration with their school districts and the State Board  
23 of Education, shall administer the biennial academic  
24 assessments under the National Assessment of Educational  
25 Progress carried out under Section 411(b)(2) of the federal  
26 National Education Statistics Act of 1994 (20 U.S.C. 9010) if

1 the U.S. Secretary of Education pays the costs of administering  
2 the assessments.

3 (h) Subject to available funds to this State for the  
4 purpose of student assessment, the State Board of Education  
5 shall provide additional assessments and assessment resources  
6 that may be used by school districts for local assessment  
7 purposes. The State Board of Education shall annually  
8 distribute a listing of these additional resources.

9 (i) For the purposes of this subsection (i), "academically  
10 based assessments" means assessments consisting of questions  
11 and answers that are measurable and quantifiable to measure the  
12 knowledge, skills, and ability of students in the subject  
13 matters covered by the assessments. All assessments  
14 administered pursuant to this Section must be academically  
15 based assessments. The scoring of academically based  
16 assessments shall be reliable, valid, and fair and shall meet  
17 the guidelines for assessment development and use prescribed by  
18 the American Psychological Association, the National Council  
19 on Measurement in Education, and the American Educational  
20 Research Association.

21 The State Board of Education shall review the use of all  
22 assessment item types in order to ensure that they are valid  
23 and reliable indicators of student performance aligned to the  
24 learning standards being assessed and that the development,  
25 administration, and scoring of these item types are justifiable  
26 in terms of cost.

1           (j) The State Superintendent of Education shall appoint a  
2 committee of no more than 21 members, consisting of parents,  
3 teachers, school administrators, school board members,  
4 assessment experts, regional superintendents of schools, and  
5 citizens, to review the State assessments administered by the  
6 State Board of Education. The Committee shall select one of its  
7 members as its chairperson. The Committee shall meet on an  
8 ongoing basis to review the content and design of the  
9 assessments (including whether the requirements of subsection  
10 (i) of this Section have been met), the time and money expended  
11 at the local and State levels to prepare for and administer the  
12 assessments, the collective results of the assessments as  
13 measured against the stated purpose of assessing student  
14 performance, and other issues involving the assessments  
15 identified by the Committee. The Committee shall make periodic  
16 recommendations to the State Superintendent of Education and  
17 the General Assembly concerning the assessments.

18           (k) The State Board of Education may adopt rules to  
19 implement this Section.

20           (Source: P.A. 98-972, eff. 8-15-14; 99-30, eff. 7-10-15;  
21 99-185, eff. 1-1-16; 99-642, eff. 7-28-16.)

22           Section 99. Effective date. This Act takes effect upon  
23 becoming law."