

IN THE SENATE

SENATE CONCURRENT RESOLUTION NO. 106

BY EDUCATION COMMITTEE

A CONCURRENT RESOLUTION

1
2 STATING FINDINGS OF THE LEGISLATURE AND STATING POLICY OF THE STATE OF IDAHO
3 REGARDING THE RESPONSIBILITY FOR TESTING AND FOR TEACHER AND STUDENT
4 ACCOUNTABILITY, STATING THE POLICY OF THE STATE OF IDAHO REGARDING THE
5 LENGTH OF TESTING TIME, AND DIRECTING THE STATE DEPARTMENT OF EDUCATION
6 TO PRESENT SUITABLE ALTERNATIVES TO THE SMARTER BALANCED ASSESSMENT
7 CONSORTIUM TO THE LEGISLATURE.

8 Be It Resolved by the Legislature of the State of Idaho:

9 WHEREAS, testing is an important activity in an education system to for-
10 mulate instruction, to hold students accountable for learning, and to pro-
11 vide a tool to compare the efficacy of different education systems; and

12 WHEREAS, overtesting and poorly designed tests can be detrimental to
13 student learning; and

14 WHEREAS, it is in the best interest of the students, parents, teachers,
15 administrators, and taxpayers that the proper quantity and type of tests be
16 administered; and

17 WHEREAS, the proper balance between testing and learning is critical;
18 and

19 WHEREAS, there are at least three major reasons to test: to help formu-
20 late instruction, create accountability for learning and teaching, and, fi-
21 nally, systems accountability; and

22 WHEREAS, testing needs to be done in a way that creates the least amount
23 of instructional disruption and cost; and

24 WHEREAS, the best tests are designed and used for multiple purposes, to
25 create feedback to students and parents, to help teachers see what students
26 have learned or have not learned, and used by the principal to see where sup-
27 port of teaching is needed; and

28 WHEREAS, each category of testing is best designed and administered by
29 different entities, formative tests by local teachers and districts, stu-
30 dent accountability tests by teacher or local districts, teacher account-
31 ability by the school district such as end-of-course assessments, and compa-
32 rability between education systems in different states by out-of-state en-
33 tities; and

34 WHEREAS, a clear vision of the future of testing would help the State of
35 Idaho create policy, improve student learning outcomes and save tax dollars;
36 and

37 WHEREAS, a state-to-state comparison test delivers more accurate re-
38 sults if the state education system does not test itself, a third-party eval-
39 uation is best; however, a state-to-state comparison test does not need to
40 be given to each student each year, all that is required is a statistically
41 large, random sample of students who take the test; and

42 WHEREAS, there are other tests being used by other states to fulfill the
43 ESEA waiver other than the Smarter Balanced Assessment Consortium (SBAC).

1 NOW, THEREFORE, BE IT RESOLVED by the members of the First Regular
2 Session of the Sixty-third Idaho Legislature, the Senate and the House of
3 Representatives concurring therein, that it is the policy of the State of
4 Idaho that the choice, selection and administration of formative tests be
5 the responsibility of the local school districts, trustees, administrators
6 and teachers.

7 BE IT FURTHER RESOLVED that the responsibility for student account-
8 ability test/quizzes be chosen, selected and/or created and be administered
9 under the direction of local school boards, superintendents, teachers and
10 principals and that this does not prohibit a local school district from
11 choosing tests created by entities outside the school district or state.

12 BE IT FURTHER RESOLVED that teacher accountability should take place at
13 the district level under district control and if the State of Idaho provides
14 end-of-course assessments, the local school district can decide if they
15 should be used for teacher accountability.

16 BE IT FURTHER RESOLVED that statewide assessments of student learning
17 be less than three hours in length per student per year in elementary school,
18 recognizing that some students require accommodations that may require more
19 time, and be less than four and one-half hours per student per year in sec-
20 ondary school, and that statewide assessments of student learning be used
21 by the state mainly for policy consideration and that local school districts
22 may use the data for other purposes.

23 BE IT FURTHER RESOLVED that the SBAC test or the Idaho Standards
24 Achievement Test 2.0 (ISAT) is probably a poor fit for the State of Idaho
25 because of its length and cost, that the State Department of Education is di-
26 rected to present suitable alternatives to the SBAC to the Legislature which
27 could be used by the state in the 2016 spring testing window and report to the
28 Legislature by January 15, 2016, about the feasibility of using a different
29 test, and that this alternative test must have reading, math and writing
30 components.