



HOUSE BILL 714: Competency-Based Assessments.

2019-2020 General Assembly

Committee:	House Education - K-12. If favorable, re-refer to Rules, Calendar, and Operations of the House	Date:	April 30, 2019
Introduced by:	Reps. Horn, Blackwell	Prepared by:	Drupti Chauhan
Analysis of:	First Edition		Committee Counsel

OVERVIEW: *House Bill 714 directs the State Board of Education (SBE) to recommend how to transition to a competency-based assessment and teaching model for all elementary and secondary school students in the State.*

BILL ANALYSIS: House Bill 714 directs the SBE to determine and analyze how to transition to a competency-based assessment and teaching model for all elementary and secondary school students in the State. The SBE must recommend transition steps that accomplish the following competency-based objectives:

- Students advance upon mastery.
- Competencies are broken down into explicit and measurable learning objectives.
- Meaningful assessments that accomplish the goals of the statewide testing program for measuring student achievement and student growth that also comply with federal fund conditions.
- Students receive differentiated support based on their learning needs.
- Learning outcomes emphasize competencies that include the application and creation of knowledge.

The SBE must examine (i) competency-based assessments in other states; (ii) the relationship between competency-based assessments and innovative teaching methods used in North Carolina schools; and (iii) any other considerations that the Board deems relevant to transitioning to a competency-based assessment and teaching model.

The SBE must report to the Joint Legislative Education Oversight Committee by May 15, 2020, on its analysis and recommended transition steps.

EFFECTIVE DATE: The bill would become effective when it becomes law.

BACKGROUND: Section 8.12 of S.L. 2015-241 stated that it was the intent of the General Assembly to transition to a system of competency-based learning assessments to measure student performance and growth whenever practicable. The SBE was encouraged to evaluate the feasibility of integrating competency-based assessments for use in local school administrative units and as a part of the statewide testing program for measuring student performance and student growth.

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