

1.1 moves to amend H.F. No. 3858, the delete everything amendment
1.2 (A16-1062), as follows:

1.3 Page 11, after line 7, insert:

1.4 "Sec. 4. Minnesota Statutes 2014, section 120B.02, is amended by adding a subdivision
1.5 to read:

1.6 Subd. 3. **Required knowledge and understanding of civics.** (a) For purposes of
1.7 this subdivision, "civics test questions" means 50 of the 100 questions that, as of January 1,
1.8 2015, United States citizenship and immigration services officers use to select the questions
1.9 they pose to applicants for naturalization so the applicants can demonstrate their knowledge
1.10 and understanding of the fundamentals of United States history and government, as
1.11 required by United States Code, title 8, section 1423. The Learning Law and Democracy
1.12 Foundation, in consultation with Minnesota civics teachers, must select by July 1 each year
1.13 50 of the 100 questions under this paragraph to serve as the state's civics test questions for
1.14 the proximate school year; and immediately transmit the 50 selected civics test questions
1.15 to the department and to the Legislative Coordinating Commission, which must post the
1.16 50 questions it receives on the Minnesota's Legacy Web site by August 1 of that year.

1.17 (b) A student enrolled in a public school or a student enrolled in an adult basic
1.18 education program under section 124D.52 who is pursuing a high school diploma or
1.19 equivalency certificate must correctly answer at least 30 of the 50 civics test questions.
1.20 A school or district must record on a student's transcript whether and when the student
1.21 answered 30 of 50 civics test questions correctly. A school or district may exempt a
1.22 student with disabilities from this requirement if the student's individualized education
1.23 program team determines the requirement is inappropriate and establishes an alternative
1.24 requirement. A school or district may administer the civics test questions in a language
1.25 other than English to students who qualify for English learner services.

1.26 (c) Schools and districts:

2.1 (1) must determine the form and manner in which to administer civics test questions
 2.2 as part of the social studies curriculum or as an online civics test, consistent with this
 2.3 section, made available by the department; and

2.4 (2) may allow a secondary school student to answer some or all test questions
 2.5 beginning in grade 7 and to continue to try to answer test questions until the student
 2.6 correctly answers 30 of 50 test questions.

2.7 If a high school senior has completed all requirements for graduation but has not yet
 2.8 correctly answered 30 of 50 civics test questions, the principal or other person having
 2.9 administrative control of the school may waive the requirement to answer 30 of 50 civics
 2.10 test questions correctly and allow the student to graduate and receive a diploma.

2.11 (d) The commissioner and public schools and school districts must not charge
 2.12 students any fees related to this subdivision.

2.13 **EFFECTIVE DATE.** This section is effective for students enrolling in grade 9 in
 2.14 the 2017-2018 school year or later."

2.15 Page 11, line 15, after "citizenship" insert "that includes civics consistent with
 2.16 section 120B.02, subdivision 3"

2.17 Page 12, line 6, after "section" insert ", paragraph (c),"

2.18 Page 20, after line 19, insert:

2.19 "Sec. 13. Minnesota Statutes 2015 Supplement, section 120B.30, subdivision 1a,
 2.20 is amended to read:

2.21 Subd. 1a. **Statewide and local assessments; results.** (a) For purposes of this
 2.22 section, the following definitions have the meanings given them.

2.23 (1) "Computer-adaptive assessments" means fully adaptive assessments.

2.24 (2) "Fully adaptive assessments" include test items that are on-grade level and items
 2.25 that may be above or below a student's grade level.

2.26 (3) "On-grade level" test items contain subject area content that is aligned to state
 2.27 academic standards for the grade level of the student taking the assessment.

2.28 (4) "Above-grade level" test items contain subject area content that is above the
 2.29 grade level of the student taking the assessment and is considered aligned with state
 2.30 academic standards to the extent it is aligned with content represented in state academic
 2.31 standards above the grade level of the student taking the assessment. Notwithstanding
 2.32 the student's grade level, administering above-grade level test items to a student does not
 2.33 violate the requirement that state assessments must be aligned with state standards.

2.34 (5) "Below-grade level" test items contain subject area content that is below the
 2.35 grade level of the student taking the test and is considered aligned with state academic

3.1 standards to the extent it is aligned with content represented in state academic standards
3.2 below the student's current grade level. Notwithstanding the student's grade level,
3.3 administering below-grade level test items to a student does not violate the requirement
3.4 that state assessments must be aligned with state standards.

3.5 (b) The commissioner must use fully adaptive mathematics and reading assessments
3.6 for grades 3 through 8.

3.7 (c) For purposes of conforming with existing federal educational accountability
3.8 requirements, the commissioner must develop and implement computer-adaptive reading
3.9 and mathematics assessments for grades 3 through 8, state-developed high school reading
3.10 and mathematics tests aligned with state academic standards, a high school writing test
3.11 aligned with state standards when it becomes available, and science assessments under
3.12 clause (2) that districts and sites must use to monitor student growth toward achieving
3.13 those standards. The commissioner must not develop statewide assessments for academic
3.14 standards in social studies, except a civics test consistent with 120B.02, subdivision 3,
3.15 health and physical education, and the arts. The commissioner must require:

3.16 (1) annual computer-adaptive reading and mathematics assessments in grades 3
3.17 through 8, and high school reading, writing, and mathematics tests; and

3.18 (2) annual science assessments in one grade in the grades 3 through 5 span, the
3.19 grades 6 through 8 span, and a life sciences assessment in the grades 9 through 12 span,
3.20 and the commissioner must not require students to achieve a passing score on high school
3.21 science assessments as a condition of receiving a high school diploma.

3.22 (d) The commissioner must ensure that for annual computer-adaptive assessments:

3.23 (1) individual student performance data and achievement reports are available
3.24 within three school days of when students take an assessment except in a year when an
3.25 assessment reflects new performance standards;

3.26 (2) growth information is available for each student from the student's first
3.27 assessment to each proximate assessment using a constant measurement scale;

3.28 (3) parents, teachers, and school administrators are able to use elementary and
3.29 middle school student performance data to project students' secondary and postsecondary
3.30 achievement; and

3.31 (4) useful diagnostic information about areas of students' academic strengths and
3.32 weaknesses is available to teachers and school administrators for improving student
3.33 instruction and indicating the specific skills and concepts that should be introduced and
3.34 developed for students at given performance levels, organized by strands within subject
3.35 areas, and aligned to state academic standards.

4.1 (e) The commissioner must ensure that all state tests administered to elementary and
4.2 secondary students measure students' academic knowledge and skills and not students'
4.3 values, attitudes, and beliefs.

4.4 (f) Reporting of state assessment results must:

4.5 (1) provide timely, useful, and understandable information on the performance of
4.6 individual students, schools, school districts, and the state;

4.7 (2) include a growth indicator of student achievement; and

4.8 (3) determine whether students have met the state's academic standards.

4.9 (g) Consistent with applicable federal law, the commissioner must include
4.10 appropriate, technically sound accommodations or alternative assessments for the very
4.11 few students with disabilities for whom statewide assessments are inappropriate and
4.12 for English learners.

4.13 (h) A school, school district, and charter school must administer statewide
4.14 assessments under this section, as the assessments become available, to evaluate student
4.15 progress toward career and college readiness in the context of the state's academic
4.16 standards. A school, school district, or charter school may use a student's performance
4.17 on a statewide assessment as one of multiple criteria to determine grade promotion or
4.18 retention. A school, school district, or charter school may use a high school student's
4.19 performance on a statewide assessment as a percentage of the student's final grade in a
4.20 course, or place a student's assessment score on the student's transcript.

4.21 **EFFECTIVE DATE.** This section is effective the day following final enactment."

4.22 Page 26, line 3, after the semicolon, insert "the total number of students by grade who
4.23 correctly answered 30 of 50 civics test questions under section 120B.02, subdivision 3;"

4.24 Renumber the sections in sequence and correct internal references