



## NORTH DAKOTA SENATE

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### Senator Donald Schaible

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### COMMITTEES:

Education  
Energy and Natural Resources, Chairman

Good afternoon Chairman Owens and House Education Committee. For the record My name is Senator Don Schaible, District 31. I am here to day to introduce SB 2141.

What you will first notice in this bill is adding the phrase “or an equivalent nationally recognized standardized test approved by the state board of higher education anywhere the references the ACT test.

This is suggested because we does not think that we should list a single vendor in North Dakota law and allow additional assessments to be used in to meet the requirements of various scholarships and expand opportunities for students. Giving the state options to choose from the best product that is out or yet to come.

There are also several references to the WorkKeys assessments where we have added “or an equivalent score on a nationally recognized standardized test” which would be approved by the department of career and technical education. This wording was added for the same reasons as before.

Section 6 is talking about a Report that is required and ACT or WorkKeys are not included in the list of assessments a parent directive would apply, so having them listed on the report makes no sense and seems reasonable to remove them.

Section 7 removes the requirements for grade 11 students to take the ACT test. With language of other sections of this bill it also gives more flexibility on which assessment may be taken. I do need to mention that each high school student still needs a summative assessment that aligned to state content and achievement standards. Schools can select to use the ACT test or

the North Dakota State Assessment test. This aligns with our state's "Every Student Succeed Act" plan as well as federal and state accountability. Without the language in SB 2141 if a school would choose to use the ND State Assessment test to meet this requirement, an ACT would also be mandated at a cost to the state.

Section 8 gives our students pursuing a GED diploma the same choices of summative assessment choices as other students.

Section 9 removes the requirement for a state interim assessment. This however does not limit how school locally conduct interim assessment as they see fit.

Section 10 refers to study on interim assessment. This study would include education stakeholders and the K-12 Coordination Council. The benefits, cost, data standardization, compatibility with SLDS and other aspects will be looked at from two different systems- local and statewide. If we are going to use interim assessments, they should be targeted for a real purpose, provide data points the mean something and can produce valuable information for future planning.