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Tina Kotek, Governor



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Dr. Charlene Williams

Director of the Department of Education

TO: Chair Neron & Members of the House Education Committee

DATE: Apr 8, 2025

FROM: Zoe Larmer, Government Relations Director

RE: Questions posed during HB 2009 Public Hearing

Chair Neron and Members of the House Education Committee,

Thank you so much for the opportunity to share more information on the questions posed during the public hearing on April 7th. We look forward to our continued partnership on behalf of all Oregon students. Please do not hesitate to reach out to me if you need further clarification.

With gratitude,
Zoe Larmer

Question: Can states adopt whatever the test is that they want to use for their state test and if multiple states have it across the country, could the interim assessment test can actually qualify as something that we could use at the federal level?

Federal law requires states to use summative tests that align with state-adopted content standards in reading/language arts, mathematics, and science. Those tests must meet rigorous technical quality requirements (accessibility, challenge, reporting, inclusion, reliability, and validity) and are peer-reviewed by the US Department of Education for sufficiency. We are working to amplify the strength interim assessments can provide in our state system (see Section 5(7)a in the -5: The State Board of Education “Must take into consideration data from the statewide assessment system and interim assessments,” when determining exit criteria).

Question: On the bill amendment (page 46 -2), please provide information regarding the statutes around student progress that are not academic and student behaviors that are defined by the school districts or measuring and student success. What is the existing language referring to?

The language in the referenced section pertains to a student’s academic content mastery and requirements for how districts measure and communicate this. Existing statute states that a district is accountable for determining student progress towards achieving academic content standards and may



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base student progress in a continuum of knowledge and skills that are not academic. This may include student behaviors, defined by the school district.