

# House Amendment 8347

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1 1 Amend Senate File 2216, as amended, passed, and  
1 2 reprinted by the Senate, as follows:  
1 3 #1. Page 1, line 1, by striking the words and  
1 4 figures <subsections 26 and 28> and inserting the  
1 5 following: <subsection 26>.  
1 6 #2. Page 1, line 2, by striking the word <are> and  
1 7 inserting the following: <is>.  
1 8 #3. Page 2, by striking lines 10 through 27 and  
1 9 inserting the following:  
1 10 <Sec. \_\_\_\_\_. Section 256.7, subsection 28, Code  
1 11 Supplement 2007, is amended by striking the subsection  
1 12 and inserting in lieu thereof the following:  
1 13 28. a. (1) Adopt by rule, for implementation by  
1 14 July 1, 2010, core content and performance standards  
1 15 applicable to all students in prekindergarten through  
1 16 grade twelve in every school district and accredited  
1 17 nonpublic school. The board shall consider the  
1 18 recommendations of the task force convened by the  
1 19 director in accordance with subparagraph (2). The  
1 20 board shall establish criteria to ensure that the  
1 21 standards adopted are rigorous and support best  
1 22 practices. However, the standards adopted shall not  
1 23 exceed in scope or depth the curriculum that can be  
1 24 reasonably taught in the instructional time available.  
1 25 Prior to adoption, the board shall submit the proposed  
1 26 standards to an external nonprofit educational  
1 27 organization for an independent review. The results  
1 28 of the review shall be posted on the department's  
1 29 internet web site.  
1 30 (2) Recommended core content and performance  
1 31 standards shall be developed by a task force convened  
1 32 by the director of the department. The task force  
1 33 shall be comprised of teachers, school administrators,  
1 34 higher education faculty who teach in the subjects for  
1 35 which the standards are being adopted, private sector  
1 36 employers, and members of the boards of directors of  
1 37 school districts. The task force shall review the  
1 38 national assessment of educational progress standards,  
1 39 standards adopted by other states, and standards  
1 40 identified as best practices in the field of study by  
1 41 the national councils of teachers of English and  
1 42 mathematics, the national council for the social  
1 43 studies, the national science teachers association,  
1 44 and other recognized experts. The director shall  
1 45 provide at least one staff person who is qualified by  
1 46 education and experience in developing content and  
1 47 performance standards to assist the task force.  
1 48 Members of the task force shall be allowed their  
1 49 actual and necessary expenses incurred in the  
1 50 performance of their duties. All expenses shall be  
2 1 paid from appropriations to the department. The task  
2 2 force shall submit its recommendations to the state  
2 3 board of education by January 2, 2009. The task force  
2 4 may be reconvened whenever the director of the  
2 5 department determines there is a need to review or  
2 6 amend the core content and performance standards.  
2 7 b. The core content standards for prekindergarten  
2 8 through grade six shall include reading and writing,  
2 9 mathematics, science, social studies, and art. The  
2 10 core content standards for grades seven through twelve  
2 11 shall include English and language arts, mathematics,  
2 12 science, history, social studies, and art. The core  
2 13 content standards shall be at least as rigorous as the  
2 14 core content standards included in Iowa's approved  
2 15 2006 standards and assessment system under Title I of  
2 16 the federal Elementary and Secondary Education Act of  
2 17 1965, 20 U.S.C. } 6301 et seq., as amended by the  
2 18 federal No Child Left Behind Act of 2001, Pub. L. No.  
2 19 107=110. School districts and accredited nonpublic  
2 20 schools shall include, at a minimum, the core content  
2 21 and performance standards adopted pursuant to this  
2 22 subsection in any set of locally developed content  
2 23 standards.  
2 24 c. The performance standards shall be grade-level

2 25 expectations which are aligned to the core content  
2 26 standards adopted pursuant to this subsection. The  
2 27 performance standards shall specify expectations for  
2 28 students' knowledge and performance at the end of a  
2 29 given grade level. The performance standards for  
2 30 kindergarten through grade six shall include reading  
2 31 and writing, mathematics, and science, and for grades  
2 32 seven through twelve shall include English and  
2 33 language arts, mathematics, science, history and  
2 34 social studies, and art.

2 35 d. The board shall require each school district to  
2 36 align the local curriculum, instructional materials,  
2 37 and classroom instruction to the standards adopted and  
2 38 to submit evidence of such alignment satisfactory to  
2 39 the department.

2 40 e. A student shall not be denied curriculum and  
2 41 instruction consistent with the core content standards  
2 42 which offer the student an opportunity to become  
2 43 proficient on the performance standards adopted  
2 44 pursuant to this subsection.>

2 45 #4. Page 2, by inserting before line 28 the  
2 46 following:

2 47 <Sec. \_\_\_\_\_. Section 256.7, Code Supplement 2007, is  
2 48 amended by adding the following new subsections:

2 49 NEW SUBSECTION. 29. Adopt grade level assessments  
2 50 for each of the core content standard subjects. The  
3 1 board shall require school districts to administer the  
3 2 assessments to students in grades four, eight, and  
3 3 eleven. Where possible, the assessments shall be  
3 4 highly correlated to proficiency on the national  
3 5 assessment for educational progress. The assessment  
3 6 results shall be reported annually to the department  
3 7 and the local community in accordance with subsection  
3 8 21.

3 9 NEW SUBSECTION. 30. Adopt assessments which the  
3 10 board shall make available to school districts to  
3 11 administer to students at the end of each unit of  
3 12 algebra, advanced algebra, geometry, biology,  
3 13 chemistry, physics, and English. A school district  
3 14 may use advanced placement examinations as a reliable  
3 15 assessment for an end-of-unit examination for students  
3 16 enrolled in advanced placement courses. A school  
3 17 district shall consider measures to generate serious  
3 18 student consideration of end-of-course assessments and  
3 19 shall use data obtained from end-of-course  
3 20 examinations, along with formative assessments, to  
3 21 form the content of professional development, focused  
3 22 on instructional improvement using the Iowa  
3 23 professional development model.>

3 24 #5. Page 2, line 29, by striking the word  
3 25 <subsection> and inserting the following:  
3 26 <subsections>.

3 27 #6. Page 3, by striking lines 7 and 8.

3 28 #7. Page 3, by inserting after line 13 the  
3 29 following:

3 30 <NEW SUBSECTION. 59. Develop and deliver, in  
3 31 collaboration with the institutions of higher  
3 32 education governed by the state board of regents and  
3 33 the area education agencies, subject matter and  
3 34 specific instructional strategies training for  
3 35 teachers and administrators to implement improved  
3 36 standards-based instruction and the Iowa professional  
3 37 development model.>

3 38 #8. By renumbering as necessary.

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