

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2015

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SENATE DRS45216-MK-118A (03/12)

Short Title: Competency-Based Assessments. (Public)

Sponsors: Senator Soucek (Primary Sponsor).

Referred to:

A BILL TO BE ENTITLED

AN ACT TO ESTABLISH THE INTENT OF THE GENERAL ASSEMBLY TO
TRANSITION TO UTILIZING COMPETENCY-BASED LEARNING ASSESSMENTS
FOR ALL ELEMENTARY AND SECONDARY STUDENTS IN NORTH CAROLINA.

The General Assembly of North Carolina enacts:

SECTION 1. It is the intent of the General Assembly to transition to a system of testing and assessments applicable for all elementary and secondary students that utilizes competency-based learning assessments to measure student performance and student growth, whenever practicable. The competency-based student assessment system should provide that (i) students advance upon mastery, (ii) competencies are broken down into explicit and measurable learning objectives, (iii) assessment is meaningful for students, (iv) students receive differentiated support based on their learning needs, and (v) learning outcomes emphasize competencies that include the application and creation of knowledge.

SECTION 2. In order to develop the use of competency-based assessments for all elementary and secondary students in North Carolina as stated in Section 1 of this act, the State Board of Education is encouraged to evaluate the feasibility of integrating competency-based assessments for use in local school administrative units and as part of the statewide testing system for measuring student performance and student growth. The State Board may examine competency-based assessments in other states, including potential benefits and obstacles to implementing similar systems in North Carolina, and the relationship between competency-based assessments and innovative teaching methods utilized in North Carolina schools, such as blended learning models and digital teaching tools.

SECTION 3. This act is effective when it becomes law.



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