
SUBSTITUTE SENATE BILL 5825

State of Washington

56th Legislature

1999 Regular Session

By Senate Committee on Education (originally sponsored by Senator McAuliffe; by request of Commission on Student Learning and Superintendent of Public Instruction)

Read first time 02/26/1999.

1 AN ACT Relating to student assessments; amending RCW 28A.300.310,
2 28A.300.320, 28A.230.190, 28A.230.230, 28A.630.885, 28A.230.250, and
3 28A.230.195; adding a new section to chapter 28A.230 RCW; repealing RCW
4 28A.230.210, 28A.230.220, and 28A.230.240; repealing 1998 c 225 s 3
5 (uncodified); repealing 1995 c 209 s 3 (uncodified); repealing 1995 c
6 209 s 2 and 1992 c 141 s 203 (uncodified); and declaring an emergency.

7 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

8
9

Part 1
Second Grade Accuracy and Fluency Assessment

10 **Sec. 101.** RCW 28A.300.310 and 1997 c 262 s 2 are each amended to
11 read as follows:

12 (1) The superintendent of public instruction shall identify a
13 collection of (~~tests~~) reading passages and assessment procedures that
14 can be used to measure second grade oral reading accuracy and fluency
15 skills. The purpose of the second grade reading (~~test~~) assessment is
16 to provide information to parents, teachers, and school administrators
17 on the level of acquisition of oral reading accuracy and fluency skills
18 of each student at the beginning of second grade. The assessment

1 procedures and each of the ((tests)) reading passages in the collection
2 must:

3 (a) Provide a reliable and valid measure of (({a})) a student's
4 oral reading accuracy and fluency skills;

5 (b) Be able to be individually administered;

6 (c) Have been approved by a panel of nationally recognized
7 professionals in the area of beginning reading, whose work has been
8 published in peer-reviewed education research journals, and
9 professionals in the area of measurement and assessment; and

10 (d) Assess student skills in recognition of letter sounds, phonemic
11 awareness, word recognition, and reading connected text. Text used for
12 the test of fluency must be ordered in relation to difficulty.

13 (2) The superintendent of public instruction shall select ((tests))
14 reading passages for use by schools and school districts participating
15 in pilot projects under RCW 28A.300.320 during the 1997-98 school year.
16 The final collection must be selected by June 30, 1998. The
17 superintendent of public instruction may add reading passages to the
18 initial list if the passages are comparable in format to the initial
19 passages approved by the expert panel in subsection (1) of this
20 section.

21 (3) The superintendent of public instruction shall develop a per-
22 pupil cost for ((each of)) the ((tests)) assessments in the collection
23 that details the costs for administering the assessments, booklets,
24 scoring ((services)), and training required to reliably administer the
25 test. To the extent funds are appropriated, the superintendent of
26 public instruction shall pay for the cost of administering and scoring
27 the assessments, booklets or other ((testing)) assessment material,
28 ((scoring services,)) and training required to administer the test.

29 **Sec. 102.** RCW 28A.300.320 and 1998 c 319 s 201 are each amended to
30 read as follows:

31 (1) The superintendent of public instruction shall create a pilot
32 project to identify which second grade reading ((tests)) assessments
33 selected under RCW 28A.300.310 will be included in the final collection
34 of ((tests)) assessments that must be available by June 30, 1998.

35 (2) Schools and school districts may voluntarily participate in the
36 second grade reading test pilot projects in the 1997-98 school year.
37 Schools and school districts voluntarily participating in the pilot

1 project test are not required to have the results available by the fall
2 parent-teacher conference.

3 (3)(a) Starting in the 1998-99 school year, school districts must
4 select ~~((a test))~~ an assessment from the collection adopted by the
5 superintendent of public instruction. Selection must be at the entire
6 school district level ~~((and must remain in place at that school
7 district for at least three years))~~.

8 (b) The second grade reading ~~((test))~~ assessment selected by the
9 school district must be administered annually in the fall beginning
10 with the 1998-99 school year. Students who score substantially below
11 grade level when ~~((tested))~~ assessed in the fall shall be ~~((tested))~~
12 assessed at least one more time during the second grade. ~~((Test))~~
13 Assessment performance deemed to be "substantially below grade level"
14 is to be determined for each ~~((test))~~ passage in the collection by the
15 superintendent of public instruction ~~((during the pilot year of 1997-
16 98))~~.

17 (c) If a student, while taking the ~~((test))~~ assessment, reaches a
18 point at which the student's performance will be considered
19 "substantially below grade level" regardless of the student's
20 performance on the remainder of the ~~((test))~~ assessment, the ~~((test))~~
21 assessment may be discontinued.

22 (d) Each school must have the ~~((test))~~ assessment results available
23 by the fall parent-teacher conference. Schools must notify parents
24 about the second grade reading ~~((test))~~ assessment during the
25 conferences, inform the parents of their students' performance on the
26 ~~((test))~~ assessment, identify actions the school intends to take to
27 improve the child's reading skills, and provide parents with strategies
28 to help the parents improve their child's score.

29 Part 2

30 Changes to Third Grade Basic Skills Norm-Referenced Test

31 **Sec. 201.** RCW 28A.230.190 and 1998 c 319 s 202 are each amended to
32 read as follows:

33 (1) School districts shall ~~((test))~~ assess students for second
34 grade reading accuracy and fluency skills starting in the 1998-99
35 school year as provided in RCW 28A.300.320.

36 (2) The superintendent of public instruction shall prepare and
37 conduct, with the assistance of school districts, a norm-referenced

1 standardized achievement test to be given annually to all pupils in
2 grade three. The test shall assess students' basic skills in reading
3 and mathematics(~~(, and shall focus upon appropriate input variables)~~).
4 To the extent possible, the basic skills measured in the test shall be
5 consistent with the basic skill essential academic learning
6 requirements adopted under RCW 28A.630.885. Results of such tests and
7 relevant student, school, and district characteristics shall be
8 compiled annually by the superintendent of public instruction, who
9 shall make those results available annually to the public, to the
10 legislature, to all local school districts, and subsequently to parents
11 of those children tested. The results shall allow parents to ascertain
12 the achievement levels (~~(and input variables)~~) of their children as
13 compared with the other students within the district, the state, and(~~(~~
14 ~~if applicable,~~) the nation.

15 ~~((3) The superintendent of public instruction shall report~~
16 ~~annually to the legislature on the achievement levels of students in~~
17 ~~grade three.))~~

18 Part 3

19 Sixth Grade Basic Skills Norm-Referenced Test

20 NEW SECTION. Sec. 301. A new section is added to chapter 28A.230
21 RCW to read as follows:

22 The superintendent of public instruction shall prepare and conduct,
23 with the assistance of school districts, a norm-referenced standardized
24 achievement test to be given annually to all pupils in grade six. The
25 test shall assess students' basic skills in reading/language arts and
26 mathematics. To the extent possible, the basic skills measured in the
27 test shall be consistent with the basic skill essential academic
28 learning requirements adopted under RCW 28A.630.885. Results of such
29 tests and relevant student, school, and district characteristics shall
30 be compiled by the superintendent of public instruction, who shall make
31 those results available annually to the public, to the legislature, to
32 all local school districts, and subsequently to parents of those
33 children tested. The results shall allow parents to ascertain the
34 achievement levels of their children as compared with the other
35 students within the district, the state, and the nation.

1 **Part 4**
2 **Ninth Grade Norm-Referenced Test**
3 **and Interest Inventory**

4 **Sec. 401.** RCW 28A.230.230 and 1990 c 101 s 2 are each amended to
5 read as follows:

6 (1) The superintendent of public instruction shall prepare and
7 conduct, with the assistance of school districts, an annual assessment
8 of all students in the ~~((eighth))~~ ninth grade. The purposes of the
9 assessment are to assist students, parents, and teachers in the
10 planning and selection of appropriate high school courses for students
11 and to provide information about students' current academic
12 proficiencies both in the basic skills of reading~~((7))~~/language arts
13 and mathematics, ~~((and language~~7~~))~~ and in the reasoning and thinking
14 skills essential for successful entry into those courses required for
15 high school graduation. To the extent possible, the basic skills and
16 reasoning and thinking skills measured in the assessment shall be
17 consistent with the basic skill and reasoning and thinking skills
18 essential academic learning requirements adopted under RCW 28A.630.885.
19 The assessment shall also include the collection of information about
20 students' interests and plans for high school and beyond and ~~((may))~~
21 shall include the collection of other related student and school
22 information. The superintendent of public instruction shall make the
23 results of the assessment and relevant student, school, and district
24 characteristics available annually to the public, to the legislature,
25 and to all school districts, which shall in turn make them available to
26 students, parents, and teachers in a timely fashion ~~((and in a manner~~
27 ~~consistent with the purposes of RCW 28A.230.220 through 28A.230.260))~~.

28 (2) Upon request, the superintendent of public instruction shall
29 make available to requesting school districts the inventory used to
30 collect information about students' interests and plans for high school
31 and beyond for use by students in the eighth grade. To the extent
32 funds are appropriated, the superintendent shall provide the inventory,
33 tabulation services, and reporting at no cost or at reduced cost to
34 school districts.

35 **Part 5**
36 **Washington Assessment of Student Learning - Science,**
37 **Social Studies, Arts, Health, and Fitness Assessments**

1 **Sec. 501.** RCW 28A.630.885 and 1998 c 225 s 1 are each amended to
2 read as follows:

3 (1) The Washington commission on student learning is hereby
4 established. The primary purposes of the commission are to identify
5 the knowledge and skills all public school students need to know and be
6 able to do based on the student learning goals in RCW 28A.150.210, to
7 develop student assessment and school accountability systems, to review
8 current school district data reporting requirements and make
9 recommendations on what data is necessary for the purposes of
10 accountability and meeting state information needs, and to take other
11 steps necessary to develop a performance-based education system. The
12 commission shall include three members of the state board of education,
13 three members appointed by the governor before July 1, 1992, and five
14 members appointed no later than June 1, 1993, by the governor elected
15 in the November 1992 election. The governor shall appoint a chair from
16 the commission members, and fill any vacancies in gubernatorial
17 appointments that may occur. The state board of education shall fill
18 any vacancies of state board of education appointments that may occur.
19 In making the appointments, educators, business leaders, and parents
20 shall be represented, and nominations from state-wide education,
21 business, and parent organizations shall be requested. Efforts shall
22 be made to ensure that the commission reflects the racial and ethnic
23 diversity of the state's K-12 student population and that the major
24 geographic regions in the state are represented. Appointees shall be
25 qualified individuals who are supportive of educational restructuring,
26 who have a positive record of service, and who will devote sufficient
27 time to the responsibilities of the commission to ensure that the
28 objectives of the commission are achieved.

29 (2) The commission shall establish advisory committees. Membership
30 of the advisory committees shall include, but not necessarily be
31 limited to, professionals from the office of the superintendent of
32 public instruction and the state board of education, and other state
33 and local educational practitioners and student assessment specialists.

34 (3) The commission, with the assistance of the advisory committees,
35 shall:

36 (a) Develop essential academic learning requirements based on the
37 student learning goals in RCW 28A.150.210. Essential academic learning
38 requirements shall be developed, to the extent possible, for each of
39 the student learning goals in RCW 28A.150.210. Goals one and two shall

1 be considered primary. Essential academic learning requirements for
2 RCW 28A.150.210(1), goal one, and the mathematics component of RCW
3 28A.150.210(2), goal two, shall be completed no later than March 1,
4 1995. Essential academic learning requirements that incorporate the
5 remainder of RCW 28A.150.210 (2), (3), and (4), goals two, three, and
6 four, shall be completed no later than March 1, 1996. To the maximum
7 extent possible, the commission shall integrate goal four and the
8 knowledge and skill areas in the other goals in the development of the
9 essential academic learning requirements;

10 (b)(i) The commission and superintendent of public instruction
11 shall (~~present to the state board of education and superintendent of~~
12 ~~public instruction~~) develop a state-wide academic assessment system
13 for use in the elementary, middle, and high school years designed to
14 determine if each student has (~~mastered~~) learned the essential
15 academic learning requirements identified in (a) of this subsection.
16 The academic assessment system shall include a variety of assessment
17 methods, including criterion-referenced and performance-based measures.
18 Performance standards for determining if a student has successfully
19 completed an assessment shall be (~~initially~~) determined by the
20 commission and the superintendent of public instruction in consultation
21 with the advisory committees required in subsection (2) of this
22 section.

23 (ii) The assessment system shall be designed so that the results
24 under the assessment system are used by educators as tools to evaluate
25 instructional practices, and to initiate appropriate educational
26 support for students who have not (~~mastered~~) learned the essential
27 academic learning requirements at the appropriate periods in the
28 student's educational development.

29 (iii) Assessments measuring the essential academic learning
30 requirements (~~developed for RCW 28A.150.210(1) and the mathematics~~
31 ~~component of RCW 28A.150.210(2) referred to in this section as reading,~~
32 ~~writing, communications, and mathematics shall be developed and~~
33 ~~initially implemented by the commission before transferring the~~
34 ~~assessment system to the superintendent of public instruction on June~~
35 ~~30, 1999. The elementary assessments for reading, writing,~~
36 ~~communications, and mathematics shall be available for use by school~~
37 ~~districts no later than the 1996-97 school year, the middle school~~
38 ~~assessment no later than the 1997-98 school year, and the high school~~
39 ~~assessment no later than the 1998-99 school year, unless the~~

1 legislature takes action to delay or prevent implementation of the
 2 assessment system and essential academic learning requirements.
 3 Assessments measuring the essential academic learning requirements
 4 developed for the science component of RCW 28A.150.210(2) at the middle
 5 school and high school levels shall be available for use by districts
 6 no later than the 1998-99 school year)) shall be available for
 7 voluntary use by school districts and shall be required to be
 8 administered by school districts according to the following schedule
 9 unless the legislature takes action to delay or prevent implementation
 10 of the assessment system and essential academic learning requirements.

	<u>Assessments</u> <u>available for</u> <u>voluntary use</u> <u>(School years)</u>	<u>Assessments</u> <u>required to be</u> <u>administered</u> <u>(School years)</u>
<u>Reading, Writing,</u>		
<u>Communication, Mathematics</u>		
- Elementary school	<u>1996-97</u>	<u>1997-98</u>
- Middle school	<u>1997-98</u>	<u>2000-01</u>
- High school	<u>1998-99</u>	<u>2000-01</u>
<u>Science</u>		
- Middle and high school	<u>1999-00</u>	<u>2000-01</u>
- Elementary school	<u>2001-02</u>	<u>2004-05</u>
<u>Social Studies</u>		
- Elementary, middle, and high school	<u>2002-03</u>	<u>2005-06</u>
<u>Arts</u>		
- Middle and high school	<u>2003-04</u>	<u>2006-07</u>
- Elementary school	<u>2003-04</u>	<u>2007-08</u>
<u>Health, Fitness</u>		
- Middle and high school	<u>2003-04</u>	<u>2006-07</u>
- Elementary school	<u>2003-04</u>	<u>2007-08</u>

32 The completed assessments and assessments still in development
 33 shall be transferred by the commission on student learning to the
 34 superintendent of public instruction by June 30, 1999((, unless the
 35 legislature takes action to delay implementation of the assessment
 36 system and essential academic learning requirements. The

1 superintendent shall continue the development of assessments on the
2 following schedule: The history, civics, and geography assessments at
3 the middle and high school levels shall be available for use by
4 districts no later than the 2000-01 school year; the arts assessment
5 for middle and high school levels shall be available for use by
6 districts no later than the 2000-01 school year; and the health and
7 fitness assessments for middle and high school levels shall be
8 available no later than the 2001-02 school year. The elementary
9 science assessment shall be available for use by districts not later
10 than the 2001-02 school year. The commission or the superintendent, as
11 applicable, shall upon request, provide opportunities for the education
12 committees of the house of representatives and the senate to review the
13 assessments and proposed modifications to the essential academic
14 learning requirements before the modifications are adopted. By
15 December 15, 1998, the commission on student learning shall recommend
16 to the appropriate committees of the legislature a revised timeline for
17 implementing these assessments and when the school districts should be
18 required to participate. All school districts shall be required to
19 participate in the history, civics, geography, arts, health, fitness,
20 and elementary science assessments in the third year after the
21 assessments are available to school districts)).

22 (iv) To the maximum extent possible, the commission and the
23 superintendent of public instruction shall integrate knowledge and
24 skill areas in development of the assessments.

25 ~~((iv))~~ Assessments for goals three and four of RCW 28A.150.210
26 shall be integrated in the essential academic learning requirements and
27 assessments for goals one and two. ~~((Before the 1997-98 school year,~~
28 ~~the elementary assessment system in reading, writing, communications,~~
29 ~~and mathematics shall be optional. School districts that desire to~~
30 ~~participate before the 1997-98 school year shall notify the commission~~
31 ~~on student learning in a manner determined by the commission.~~
32 ~~Beginning in the 1997-98 school year, school districts shall be~~
33 ~~required to participate in the elementary assessment system for~~
34 ~~reading, writing, communications, and mathematics. Before the 2000-01~~
35 ~~school year, participation by school districts in the middle school and~~
36 ~~high school assessment system for reading, writing, communications,~~
37 ~~mathematics, and science shall be optional. School districts that~~
38 ~~desire to participate before the 1998-99 school year shall notify the~~
39 ~~commission on student learning in a manner determined by the commission~~

1 on student learning. Schools that desire to participate after the
2 1998-99 school year, shall notify the superintendent of public
3 instruction in a manner determined by the superintendent. Beginning in
4 the 2000-01 school year, all school districts shall be required to
5 participate in the assessment system for reading, writing,
6 communications, mathematics, and science.))

7 (v) The commission on student learning may modify the essential
8 academic learning requirements and the assessments ((for reading,
9 writing, communications, mathematics, and science)), as needed, before
10 June 30, 1999. The superintendent of public instruction may modify the
11 essential academic learning requirements and the assessments, as
12 needed, after June 30, 1999. The commission and superintendent shall,
13 upon request, provide opportunities for the education committees of the
14 house of representatives and the senate to review the assessments and
15 proposed modifications to the essential academic learning requirements
16 before the modifications are adopted.

17 (vi) The commission and the superintendent of public instruction
18 shall develop assessments that are directly related to the essential
19 academic learning requirements, and are not biased toward persons with
20 different learning styles, racial or ethnic backgrounds, or on the
21 basis of gender;

22 (c) After a determination is made by the state board of education
23 that the high school assessment system has been implemented and that it
24 is sufficiently reliable and valid, successful completion of the high
25 school assessment shall lead to a certificate of mastery. The
26 certificate of mastery shall be obtained by most students at about the
27 age of sixteen, and is evidence that the student has successfully
28 mastered the essential academic learning requirements during his or her
29 educational career. The certificate of mastery shall be required for
30 graduation but shall not be the only requirement for graduation. The
31 commission shall make recommendations to the state board of education
32 regarding the relationship between the certificate of mastery and high
33 school graduation requirements. Upon achieving the certificate of
34 mastery, schools shall provide students with the opportunity to pursue
35 career and educational objectives through educational pathways that
36 emphasize integration of academic and vocational education.
37 Educational pathways may include, but are not limited to, programs such
38 as work-based learning, school-to-work transition, tech prep,
39 vocational-technical education, running start, and preparation for

1 technical college, community college, or university education. Any
2 middle school, junior high school, or high school using educational
3 pathways shall ensure that all participating students will continue to
4 have access to the courses and instruction necessary to meet admission
5 requirements at baccalaureate institutions. Students shall be allowed
6 to enter the educational pathway of their choice. Before accepting a
7 student into an educational pathway, the school shall inform the
8 student's parent of the pathway chosen, the opportunities available to
9 the student through the pathway, and the career objectives the student
10 will have exposure to while pursuing the pathway. Parents and students
11 dissatisfied with the opportunities available through the selected
12 educational pathway shall be provided with the opportunity to transfer
13 the student to any other pathway provided in the school. Schools may
14 not develop educational pathways that retain students in high school
15 beyond the date they are eligible to graduate, and may not require
16 students who transfer between pathways to complete pathway requirements
17 beyond the date the student is eligible to graduate;

18 (d) Consider methods to address the unique needs of special
19 education students when developing the assessments in (b) and (c) of
20 this subsection;

21 (e) Consider methods to address the unique needs of highly capable
22 students when developing the assessments in (b) and (c) of this
23 subsection;

24 (f) Develop recommendations on the time, support, and resources,
25 including technical assistance, needed by schools and school districts
26 to help students achieve the essential academic learning requirements.
27 These recommendations shall include an estimate for the legislature,
28 superintendent of public instruction, and governor on the expected cost
29 of implementing the academic assessment system;

30 (g) Develop recommendations for consideration by the higher
31 education coordinating board for adopting college and university
32 entrance requirements for public school students that are consistent
33 with the essential academic learning requirements and the certificate
34 of mastery;

35 (h) Review current school district data reporting requirements for
36 the purposes of accountability and meeting state information needs.
37 The commission on student learning shall report recommendations to the
38 joint select committee on education restructuring by September 15,
39 1996, on:

1 (i) What data is necessary to compare how school districts are
2 performing before the essential academic learning requirements and the
3 assessment system are implemented with how school districts are
4 performing after the essential academic learning requirements and the
5 assessment system are implemented; and

6 (ii) What data is necessary pertaining to school district reports
7 under the accountability systems developed by the commission on student
8 learning under this section;

9 (i) Recommend to the legislature, governor, state board of
10 education, and superintendent of public instruction:

11 (i) A state-wide accountability system to monitor and evaluate
12 accurately and fairly at elementary, middle, and high schools the level
13 of learning occurring in individual schools and school districts with
14 regard to the goals included in RCW 28A.150.210 (1) through (4). The
15 accountability system must assess each school individually against its
16 own baseline, schools with similar characteristics, and schools state-
17 wide. The system shall include school-site, school district, and
18 state-level accountability reports;

19 (ii) A school assistance program to help schools and school
20 districts that are having difficulty helping students meet the
21 essential academic learning requirements as measured by performance on
22 the elementary, middle school, and high school assessments;

23 (iii) A system to intervene in schools and school districts in
24 which significant numbers of students persistently fail to learn the
25 essential academic learning requirements or meet the standards
26 established for the elementary, middle school, and high school
27 assessments; and

28 (iv) An awards program to provide incentives to school staff to
29 help their students learn the essential academic learning requirements,
30 with each school being assessed individually against its own baseline,
31 schools with similar characteristics, and the state-wide average.
32 Incentives shall be based on the rate of percentage change of students
33 achieving the essential academic learning requirements and progress on
34 meeting the state-wide average. School staff shall determine how the
35 awards will be spent.

36 The commission shall make recommendations regarding a state-wide
37 accountability system for reading in grades kindergarten through four
38 by November 1, 1997. Recommendations for an accountability system in

1 the other subject areas and grade levels shall be made no later than
2 June 30, 1999;

3 (j) Report annually by December 1st to the legislature, the
4 governor, the superintendent of public instruction, and the state board
5 of education on the progress, findings, and recommendations of the
6 commission; and

7 (k) Make recommendations to the legislature and take other actions
8 necessary or desirable to help students meet the student learning
9 goals.

10 (4) The commission shall coordinate its activities with the state
11 board of education and the office of the superintendent of public
12 instruction.

13 (5) The commission shall seek advice broadly from the public and
14 all interested educational organizations in the conduct of its work,
15 including holding periodic regional public hearings.

16 (6) The commission shall select an entity to provide staff support
17 and the office of the superintendent of public instruction shall
18 provide administrative oversight and be the fiscal agent for the
19 commission. The commission may direct the office of the superintendent
20 of public instruction to enter into subcontracts, within the
21 commission's resources, with school districts, teachers, higher
22 education faculty, state agencies, business organizations, and other
23 individuals and organizations to assist the commission in its
24 deliberations.

25 (7) Members of the commission shall be reimbursed for travel
26 expenses as provided in RCW 43.03.050 and 43.03.060.

27 (8)(a) By September 30, 1997, the commission on student learning,
28 the state board of education, and the superintendent of public
29 instruction shall jointly present recommendations to the education
30 committees of the house of representatives and the senate regarding the
31 high school assessments, the certificate of mastery, and high school
32 graduation requirements.

33 In preparing recommendations, the commission on student learning
34 shall convene an ad hoc working group to address questions, including:

35 (i) What type of document shall be used to identify student
36 performance and achievement and how will the document be described?

37 (ii) Should the students be required to pass the high school
38 assessments in all skill and content areas, or only in select skill and
39 content areas, to graduate?

1 (iii) How will the criteria for establishing the standards for
2 passing scores on the assessments be determined?

3 (iv) What timeline should be used in phasing-in the assessments as
4 a graduation requirement?

5 (v) What options may be used in demonstrating how the results of
6 the assessments will be displayed in a way that is meaningful to
7 students, parents, institutions of higher education, and potential
8 employers?

9 (vi) Are there other or additional methods by which the assessments
10 could be used to identify achievement such as endorsements, standards
11 of proficiency, merit badges, or levels of achievement?

12 (vii) Should the assessments and certificate of mastery be used to
13 satisfy college or university entrance criteria for public school
14 students? If yes, how should these methods be phased-in?

15 (b) The ad hoc working group shall report its recommendations to
16 the commission on student learning, the state board of education, and
17 the superintendent of public instruction by June 15, 1997. The
18 commission shall report the ad hoc working group's recommendations to
19 the education committees of the house of representatives and senate by
20 July 15, 1997. Final recommendations of the commission on student
21 learning, the state board of education, and the superintendent of
22 public instruction shall be presented to the education committees of
23 the house of representatives and the senate by September 30, 1997.

24 (9) The Washington commission on student learning shall expire on
25 June 30, 1999.

26

Part 6

27

Miscellaneous

28 **Sec. 601.** RCW 28A.230.250 and 1990 c 101 s 4 are each amended to
29 read as follows:

30 The superintendent of public instruction shall coordinate both the
31 procedures and the content of the ~~((eighth and eleventh grade
32 assessments))~~ tests and assessments required by the state to maximize
33 the value of the information provided to students as they progress
34 ~~((from eighth grade through high school))~~ and to teachers and parents
35 about students' talents, interests, and academic needs or deficiencies
36 so that appropriate programs can be provided to enhance the likelihood

1 of students' success both in (~~terms of high~~) school (~~graduation~~)
2 and beyond (~~high school~~)).

3 **Sec. 602.** RCW 28A.230.195 and 1992 c 141 s 401 are each amended to
4 read as follows:

5 (1) If students' scores on the test or assessments under RCW
6 28A.230.190, 28A.230.230, and (~~28A.230.240~~) 28A.630.885 indicate that
7 students need help in identified areas, the school district shall
8 (~~adjust the curriculum in the identified areas~~) evaluate its
9 instructional practices and initiate appropriate educational support.

10 (2) Each school district shall notify the parents of each student
11 of their child's performance on the test and assessments conducted
12 under this chapter.

13 NEW SECTION. **Sec. 603.** The following acts or parts of acts are
14 each repealed:

15 (1) RCW 28A.230.210 (Washington life skills test--Development and
16 review--Use by school districts) and 1984 c 278 s 11;

17 (2) RCW 28A.230.220 (High school and beyond assessment program) and
18 1990 c 101 s 1; and

19 (3) RCW 28A.230.240 (Annual assessment of eleventh grade students)
20 and 1990 c 101 s 3.

21 NEW SECTION. **Sec. 604.** The following acts or parts of acts are
22 each repealed:

23 (1) 1998 c 225 s 3 (uncodified);

24 (2) 1995 c 209 s 3 (uncodified); and

25 (3) 1995 c 209 s 2 & 1992 c 141 s 203 (uncodified).

26 NEW SECTION. **Sec. 605.** Section 604 of this act is necessary for
27 the immediate preservation of the public peace, health, or safety, or
28 support of the state government and its existing public institutions,
29 and takes effect immediately.

--- END ---