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ENGROSSED SECOND SUBSTITUTE SENATE BILL 5825

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State of Washington

56th Legislature

1999 Regular Session

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

Read first time 03/05/1999.

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; creating a  
4 new section; repealing RCW 28A.230.210, 28A.230.220, and 28A.230.240;  
5 repealing 1998 c 225 s 3 (uncodified); repealing 1995 c 209 s 3  
6 (uncodified); repealing 1995 c 209 s 2 and 1992 c 141 s 203  
7 (uncodified); and declaring an emergency.

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

9

**Part 1**

10

**Second Grade Accuracy and Fluency Assessment**

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

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

1 of each student at the beginning of second grade. The assessment  
2 procedures and each of the ((tests)) reading passages in the collection  
3 must:

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

6 (b) Be able to be individually administered;

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

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

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

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

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

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

36 (2) Schools and school districts may voluntarily participate in the  
37 second grade reading test pilot projects in the 1997-98 school year.  
38 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 Results of such tests and relevant student, school, and district  
5 characteristics shall be compiled annually by the superintendent of  
6 public instruction, who shall make those results available annually to  
7 the public, to the legislature, to all local school districts, and  
8 subsequently to parents of those children tested. The results shall  
9 allow parents to ascertain the achievement levels (~~(and input~~  
10 ~~variables)~~) of their children as compared with the other students  
11 within the district, the state, and(~~(, if applicable,)~~) the nation.  
12 (~~(3) The superintendent of public instruction shall report~~  
13 ~~annually to the legislature on the achievement levels of students in~~  
14 ~~grade three.)~~)

15 **Part 3**

16 **Sixth Grade Basic Skills Norm-Referenced Test**

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

19 The superintendent of public instruction shall prepare and conduct,  
20 with the assistance of school districts, a norm-referenced standardized  
21 achievement test to be given annually to all pupils in grade six. The  
22 test shall assess students' basic skills in reading/language arts and  
23 mathematics. Results of such tests and relevant student, school, and  
24 district characteristics shall be compiled by the superintendent of  
25 public instruction, who shall make those results available annually to  
26 the public, to the legislature, to all local school districts, and  
27 subsequently to parents of those children tested. The results shall  
28 allow parents to ascertain the achievement levels of their children as  
29 compared with the other students within the district, the state, and  
30 the nation.

31 **Part 4**

32 **Ninth Grade Norm-Referenced Test**  
33 **and Interest Inventory**

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

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

20       (2) Upon request, the superintendent of public instruction shall  
21 make available to requesting school districts the inventory used to  
22 collect information about students' interests and plans for high school  
23 and beyond for use by students in the eighth grade. To the extent  
24 funds are appropriated, the superintendent shall provide the inventory,  
25 tabulation services, and reporting at no cost or at reduced cost to  
26 school districts.

27                               **Part 5**

28                   **Washington Assessment of Student Learning - Science,**  
29                   **Social Studies, Arts, Health, and Fitness Assessments**

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

32       (1) The Washington commission on student learning is hereby  
33 established. The primary purposes of the commission are to identify  
34 the knowledge and skills all public school students need to know and be  
35 able to do based on the student learning goals in RCW 28A.150.210, to  
36 develop student assessment and school accountability systems, to review  
37 current school district data reporting requirements and make

1 recommendations on what data is necessary for the purposes of  
2 accountability and meeting state information needs, and to take other  
3 steps necessary to develop a performance-based education system. The  
4 commission shall include three members of the state board of education,  
5 three members appointed by the governor before July 1, 1992, and five  
6 members appointed no later than June 1, 1993, by the governor elected  
7 in the November 1992 election. The governor shall appoint a chair from  
8 the commission members, and fill any vacancies in gubernatorial  
9 appointments that may occur. The state board of education shall fill  
10 any vacancies of state board of education appointments that may occur.  
11 In making the appointments, educators, business leaders, and parents  
12 shall be represented, and nominations from state-wide education,  
13 business, and parent organizations shall be requested. Efforts shall  
14 be made to ensure that the commission reflects the racial and ethnic  
15 diversity of the state's K-12 student population and that the major  
16 geographic regions in the state are represented. Appointees shall be  
17 qualified individuals who are supportive of educational restructuring,  
18 who have a positive record of service, and who will devote sufficient  
19 time to the responsibilities of the commission to ensure that the  
20 objectives of the commission are achieved.

21 (2) The commission shall establish advisory committees. Membership  
22 of the advisory committees shall include, but not necessarily be  
23 limited to, professionals from the office of the superintendent of  
24 public instruction and the state board of education, and other state  
25 and local educational practitioners and student assessment specialists.

26 (3) The commission, with the assistance of the advisory committees,  
27 shall:

28 (a) Develop essential academic learning requirements based on the  
29 student learning goals in RCW 28A.150.210. Essential academic learning  
30 requirements shall be developed, to the extent possible, for each of  
31 the student learning goals in RCW 28A.150.210. Goals one and two shall  
32 be considered primary. Essential academic learning requirements for  
33 RCW 28A.150.210(1), goal one, and the mathematics component of RCW  
34 28A.150.210(2), goal two, shall be completed no later than March 1,  
35 1995. Essential academic learning requirements that incorporate the  
36 remainder of RCW 28A.150.210 (2), (3), and (4), goals two, three, and  
37 four, shall be completed no later than March 1, 1996. To the maximum  
38 extent possible, the commission shall integrate goal four and the

1 knowledge and skill areas in the other goals in the development of the  
2 essential academic learning requirements;

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

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

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

1 administered by school districts according to the following schedule  
 2 unless the legislature takes action to delay or prevent implementation  
 3 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>
<b><u>Reading, Writing,</u></b>		
<b><u>Communication, Mathematics</u></b>		
10 - <u>Elementary school</u>	<u>1996-97</u>	<u>1997-98</u>
11 - <u>Middle school</u>	<u>1997-98</u>	<u>2000-01</u>
12 - <u>High school</u>	<u>1998-99</u>	<u>2000-01</u>
<b><u>Science</u></b>		
14 - <u>Middle and high school</u>	<u>1999-00</u>	<u>2000-01</u>
15 - <u>Elementary school</u>	<u>2001-02</u>	<u>2004-05</u>
<b><u>Social Studies</u></b>		
17 - <u>Elementary, middle,</u> 18 <u>and high school</u>	<u>2002-03</u>	<u>2005-06</u>
<b><u>Arts</u></b>		
20 - <u>Middle and high school</u>	<u>2003-04</u>	<u>2006-07</u>
21 - <u>Elementary school</u>	<u>2003-04</u>	<u>2007-08</u>
<b><u>Health, Fitness</u></b>		
23 - <u>Middle and high school</u>	<u>2003-04</u>	<u>2006-07</u>
24 - <u>Elementary school</u>	<u>2003-04</u>	<u>2007-08</u>

25 The completed assessments and assessments still in development  
 26 shall be transferred by the commission on student learning to the  
 27 superintendent of public instruction by June 30, 1999(, unless the  
 28 legislature takes action to delay implementation of the assessment  
 29 system and essential academic learning requirements. The  
 30 superintendent shall continue the development of assessments on the  
 31 following schedule: The history, civics, and geography assessments at  
 32 the middle and high school levels shall be available for use by  
 33 districts no later than the 2000-01 school year; the arts assessment  
 34 for middle and high school levels shall be available for use by  
 35 districts no later than the 2000-01 school year; and the health and  
 36 fitness assessments for middle and high school levels shall be



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

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

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

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

11 (vi) The commission and the superintendent of public instruction  
12 shall develop assessments that are directly related to the essential  
13 academic learning requirements, and are not biased toward persons with  
14 different learning styles, racial or ethnic backgrounds, or on the  
15 basis of gender;

16 (c) After a determination is made by the state board of education  
17 that the high school assessment system has been implemented and that it  
18 is sufficiently reliable and valid, successful completion of the high  
19 school assessment shall lead to a certificate of mastery. The  
20 certificate of mastery shall be obtained by most students at about the  
21 age of sixteen, and is evidence that the student has successfully  
22 mastered the essential academic learning requirements during his or her  
23 educational career. The certificate of mastery shall be required for  
24 graduation but shall not be the only requirement for graduation. The  
25 commission shall make recommendations to the state board of education  
26 regarding the relationship between the certificate of mastery and high  
27 school graduation requirements. Upon achieving the certificate of  
28 mastery, schools shall provide students with the opportunity to pursue  
29 career and educational objectives through educational pathways that  
30 emphasize integration of academic and vocational education.  
31 Educational pathways may include, but are not limited to, programs such  
32 as work-based learning, school-to-work transition, tech prep,  
33 vocational-technical education, running start, and preparation for  
34 technical college, community college, or university education. Any  
35 middle school, junior high school, or high school using educational  
36 pathways shall ensure that all participating students will continue to  
37 have access to the courses and instruction necessary to meet admission  
38 requirements at baccalaureate institutions. Students shall be allowed  
39 to enter the educational pathway of their choice. Before accepting a

1 student into an educational pathway, the school shall inform the  
2 student's parent of the pathway chosen, the opportunities available to  
3 the student through the pathway, and the career objectives the student  
4 will have exposure to while pursuing the pathway. Parents and students  
5 dissatisfied with the opportunities available through the selected  
6 educational pathway shall be provided with the opportunity to transfer  
7 the student to any other pathway provided in the school. Schools may  
8 not develop educational pathways that retain students in high school  
9 beyond the date they are eligible to graduate, and may not require  
10 students who transfer between pathways to complete pathway requirements  
11 beyond the date the student is eligible to graduate;

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

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

18 (f) Develop recommendations on the time, support, and resources,  
19 including technical assistance, needed by schools and school districts  
20 to help students achieve the essential academic learning requirements.  
21 These recommendations shall include an estimate for the legislature,  
22 superintendent of public instruction, and governor on the expected cost  
23 of implementing the academic assessment system;

24 (g) Develop recommendations for consideration by the higher  
25 education coordinating board for adopting college and university  
26 entrance requirements for public school students that are consistent  
27 with the essential academic learning requirements and the certificate  
28 of mastery;

29 (h) Review current school district data reporting requirements for  
30 the purposes of accountability and meeting state information needs.  
31 The commission on student learning shall report recommendations to the  
32 joint select committee on education restructuring by September 15,  
33 1996, on:

34 (i) What data is necessary to compare how school districts are  
35 performing before the essential academic learning requirements and the  
36 assessment system are implemented with how school districts are  
37 performing after the essential academic learning requirements and the  
38 assessment system are implemented; and

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

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

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

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

18 (iii) A system to intervene in schools and school districts in  
19 which significant numbers of students persistently fail to learn the  
20 essential academic learning requirements or meet the standards  
21 established for the elementary, middle school, and high school  
22 assessments; and

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

31 The commission shall make recommendations regarding a state-wide  
32 accountability system for reading in grades kindergarten through four  
33 by November 1, 1997. Recommendations for an accountability system in  
34 the other subject areas and grade levels shall be made no later than  
35 June 30, 1999;

36 (j) Report annually by December 1st to the legislature, the  
37 governor, the superintendent of public instruction, and the state board  
38 of education on the progress, findings, and recommendations of the  
39 commission; and

1 (k) Make recommendations to the legislature and take other actions  
2 necessary or desirable to help students meet the student learning  
3 goals.

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

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

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

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

21 (8)(a) By September 30, 1997, the commission on student learning,  
22 the state board of education, and the superintendent of public  
23 instruction shall jointly present recommendations to the education  
24 committees of the house of representatives and the senate regarding the  
25 high school assessments, the certificate of mastery, and high school  
26 graduation requirements.

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

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

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

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

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

38 (v) What options may be used in demonstrating how the results of  
39 the assessments will be displayed in a way that is meaningful to

1 students, parents, institutions of higher education, and potential  
2 employers?

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

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

9 (b) The ad hoc working group shall report its recommendations to  
10 the commission on student learning, the state board of education, and  
11 the superintendent of public instruction by June 15, 1997. The  
12 commission shall report the ad hoc working group's recommendations to  
13 the education committees of the house of representatives and senate by  
14 July 15, 1997. Final recommendations of the commission on student  
15 learning, the state board of education, and the superintendent of  
16 public instruction shall be presented to the education committees of  
17 the house of representatives and the senate by September 30, 1997.

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

20 **Part 6**  
21 **Miscellaneous**

22 NEW SECTION. **Sec. 601.** Part headings used in this act are not any  
23 part of the law.

24 **Sec. 602.** RCW 28A.230.250 and 1990 c 101 s 4 are each amended to  
25 read as follows:

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

1       **Sec. 603.** RCW 28A.230.195 and 1992 c 141 s 401 are each amended to  
2 read as follows:

3       (1) If students' scores on the test or assessments under RCW  
4 28A.230.190, 28A.230.230, and (~~(28A.230.240)~~) 28A.630.885 indicate that  
5 students need help in identified areas, the school district shall  
6 (~~(adjust the curriculum in the identified areas)~~) evaluate its  
7 instructional practices and make appropriate adjustments.

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

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

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

15       (2) RCW 28A.230.220 (High school and beyond assessment program) and  
16 1990 c 101 s 1; and

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

19       NEW SECTION. **Sec. 605.** The following acts or parts of acts are  
20 each repealed:

21       (1) 1998 c 225 s 3 (uncodified);

22       (2) 1995 c 209 s 3 (uncodified); and

23       (3) 1995 c 209 s 2 & 1992 c 141 s 203 (uncodified).

24       NEW SECTION. **Sec. 606.** Section 605 of this act is necessary for  
25 the immediate preservation of the public peace, health, or safety, or  
26 support of the state government and its existing public institutions,  
27 and takes effect immediately.

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