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HOUSE BILL 2999

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State of Washington                      59th Legislature                      2006 Regular Session

By Representatives P. Sullivan, Talcott, Quall, Simpson, Nixon, Dickerson, Rodne, B. Sullivan, Schindler, Santos, Roach, McCune, Hasegawa, Springer and Kenney

Read first time 01/18/2006. Referred to Committee on Education.

1            AN ACT Relating to releasing the questions from the Washington  
2 assessment of student learning; and amending RCW 28A.655.070 and  
3 28A.230.195.

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

5            **Sec. 1.** RCW 28A.655.070 and 2005 c 497 s 106 are each amended to  
6 read as follows:

7            (1) The superintendent of public instruction shall develop  
8 essential academic learning requirements that identify the knowledge  
9 and skills all public school students need to know and be able to do  
10 based on the student learning goals in RCW 28A.150.210, develop student  
11 assessments, and implement the accountability recommendations and  
12 requests regarding assistance, rewards, and recognition of the state  
13 board of education.

14            (2) The superintendent of public instruction shall:

15            (a) Periodically revise the essential academic learning  
16 requirements, as needed, based on the student learning goals in RCW  
17 28A.150.210. Goals one and two shall be considered primary. To the  
18 maximum extent possible, the superintendent shall integrate goal four

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

3 (b) Review and prioritize the essential academic learning  
4 requirements and identify, with clear and concise descriptions, the  
5 grade level content expectations to be assessed on the Washington  
6 assessment of student learning and used for state or federal  
7 accountability purposes. The review, prioritization, and  
8 identification shall result in more focus and targeting with an  
9 emphasis on depth over breadth in the number of grade level content  
10 expectations assessed at each grade level. Grade level content  
11 expectations shall be articulated over the grades as a sequence of  
12 expectations and performances that are logical, build with increasing  
13 depth after foundational knowledge and skills are acquired, and  
14 reflect, where appropriate, the sequential nature of the discipline.  
15 The office of the superintendent of public instruction, within seven  
16 working days, shall post on its web site any grade level content  
17 expectations provided to an assessment vendor for use in constructing  
18 the Washington assessment of student learning.

19 (3) In consultation with the state board of education, the  
20 superintendent of public instruction shall maintain and continue to  
21 develop and revise a statewide academic assessment system in the  
22 content areas of reading, writing, mathematics, and science for use in  
23 the elementary, middle, and high school years designed to determine if  
24 each student has mastered the essential academic learning requirements  
25 identified in subsection (1) of this section. School districts shall  
26 administer the assessments under guidelines adopted by the  
27 superintendent of public instruction. The academic assessment system  
28 shall include a variety of assessment methods, including criterion-  
29 referenced and performance-based measures.

30 (4) If the superintendent proposes any modification to the  
31 essential academic learning requirements or the statewide assessments,  
32 then the superintendent shall, upon request, provide opportunities for  
33 the education committees of the house of representatives and the senate  
34 to review the assessments and proposed modifications to the essential  
35 academic learning requirements before the modifications are adopted.

36 (5)(a) The assessment system shall be designed so that the results  
37 under the assessment system are used by educators as tools to evaluate  
38 instructional practices, and to initiate appropriate educational

1 support for students who have not mastered the essential academic  
2 learning requirements at the appropriate periods in the student's  
3 educational development.

4 (b) Assessments measuring the essential academic learning  
5 requirements in the content area of science shall be available for  
6 mandatory use in middle schools and high schools by the 2003-04 school  
7 year and for mandatory use in elementary schools by the 2004-05 school  
8 year unless the legislature takes action to delay or prevent  
9 implementation of the assessment.

10 (6) By September 2007, the results for reading and mathematics  
11 shall be reported in a format that will allow parents and teachers to  
12 determine the academic gain a student has acquired in those content  
13 areas from one school year to the next.

14 (7) To assist parents and teachers in their efforts to provide  
15 educational support to individual students, the superintendent of  
16 public instruction shall provide as much individual student performance  
17 information as possible within the constraints of the assessment  
18 system's item bank. Beginning with the 2009 assessment, the  
19 superintendent shall release the complete high school assessment,  
20 including the correct responses, concurrently with the release of the  
21 assessment results and shall post the assessment and responses on the  
22 superintendent's internet web site. The superintendent shall also  
23 provide to school districts:

24 (a) Information on classroom-based and other assessments that may  
25 provide additional achievement information for individual students; and

26 (b) A collection of diagnostic tools that educators may use to  
27 evaluate the academic status of individual students. The tools shall  
28 be designed to be inexpensive, easily administered, and quickly and  
29 easily scored, with results provided in a format that may be easily  
30 shared with parents and students.

31 (8) To the maximum extent possible, the superintendent shall  
32 integrate knowledge and skill areas in development of the assessments.

33 (9) Assessments for goals three and four of RCW 28A.150.210 shall  
34 be integrated in the essential academic learning requirements and  
35 assessments for goals one and two.

36 (10) The superintendent shall develop assessments that are directly  
37 related to the essential academic learning requirements, and are not

1 biased toward persons with different learning styles, racial or ethnic  
2 backgrounds, or on the basis of gender.

3 (11) The superintendent shall consider methods to address the  
4 unique needs of special education students when developing the  
5 assessments under this section.

6 (12) The superintendent shall consider methods to address the  
7 unique needs of highly capable students when developing the assessments  
8 under this section.

9 (13) The superintendent shall post on the superintendent's web site  
10 lists of resources and model assessments in social studies, the arts,  
11 and health and fitness.

12 **Sec. 2.** RCW 28A.230.195 and 2005 c 217 s 1 are each amended to  
13 read as follows:

14 (1) If students' scores on the test or assessments under RCW  
15 28A.655.070 indicate that students need help in identified areas, the  
16 school district shall evaluate its instructional practices and make  
17 appropriate adjustments.

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

21 (3) Beginning with the 2009 assessment, the notice to parents of  
22 the results of the high school Washington assessment of student  
23 learning shall include the student's responses compared to the correct  
24 responses to test questions and information about how the parent can  
25 obtain a copy of the assessment. A school district shall provide an  
26 electronic or paper copy of the assessment on request.

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