
HOUSE BILL 3272

State of Washington 59th Legislature 2006 Regular Session

By Representatives Anderson and Rodne

Read first time 01/31/2006. Referred to Committee on Education.

1 AN ACT Relating to requiring a study of mathematics curricula; and
2 creating new sections.

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

4 NEW SECTION. **Sec. 1.** The legislature finds that in 2003, the
5 United States ranked below at least ten other countries in the
6 mathematics scores of elementary and middle school students on the
7 trends in international mathematics and science study (TIMSS)
8 assessment. Since 1995, there has been little or no change in the
9 performance of our nation's students in mathematics. Conversely,
10 students from the nation of Singapore continually score at the very top
11 of students in other countries on the TIMSS assessment, and their
12 scores are well above the international average. The legislature
13 further finds that a key reason for the high level of performance of
14 Singapore students is a coherent, sequenced mathematics curriculum that
15 focuses on the core skills of mathematical problem solving. Therefore,
16 the legislature intends to direct a study of whether to require
17 statewide adoption of the syllabus and curriculum framework for
18 mathematics used by Singapore.

1 NEW SECTION. **Sec. 2.** (1) The Washington state institute for
2 public policy shall conduct a comparative study of curriculum
3 frameworks, learning standards, assessment methods, and course
4 sequencing in mathematics. The purpose of the study is to provide
5 objective analysis to inform the legislature on whether to require
6 statewide adoption of the mathematics syllabus and curriculum framework
7 used by Singapore.

8 (2) The study shall:

9 (a) Examine a sample of mathematics instructional models used at
10 the elementary and secondary level by other states and other countries
11 including the model used by schools in Singapore;

12 (b) Compare and contrast the mathematics instructional models to
13 Washington's essential academic learning requirements, grade level
14 expectations, and the Washington assessment of student learning for
15 mathematics. The comparison shall also include a sample of the
16 curriculum and course sequencing used by primary and secondary schools
17 in Washington;

18 (c) Analyze and compare data on student competencies and student
19 achievement in mathematics under each of the instructional models,
20 including student achievement in Washington; and

21 (d) Summarize the research literature on the efficacy of various
22 mathematics instructional models including the model expected under
23 Washington's standards and assessment system.

24 (3) The institute shall issue a report to the education committees
25 of the legislature by December 1, 2006, in order to assist policymakers
26 in their consideration of requiring statewide adoption of the
27 mathematics syllabus and curriculum framework used by Singapore.

--- END ---