

**ESSB 6023** - H AMD

By Representative P. Sullivan

WITHDRAWN 04/22/2007

1 Strike everything after the enacting clause and insert the  
2 following:

3 "NEW SECTION. **Sec. 1.** (1) The legislature maintains a strong  
4 commitment to high expectations and high academic achievement for all  
5 students. The legislature finds that Washington schools and students  
6 are making significant progress in improving achievement in reading and  
7 writing. Schools are adapting instruction and providing remediation  
8 for students who need additional assistance. Reading and writing are  
9 being taught across the curriculum. Therefore, the legislature does  
10 not intend to make changes to the Washington assessment of student  
11 learning or high school graduation requirements in reading and writing.

12 (2) However, students are having difficulty improving their  
13 academic achievement in mathematics and science, particularly as  
14 measured by the high school Washington assessment of student learning.  
15 The legislature finds that corrections are needed in the state's high  
16 school assessment system that will improve alignment between learning  
17 standards, instruction, diagnosis, and assessment of students'  
18 knowledge and skills in high school mathematics and science. The  
19 legislature further finds there is a sense of urgency to make these  
20 corrections and intends to revise high school graduation requirements  
21 in mathematics and science only for the minimum period for corrections  
22 to be fully implemented.

23 **Sec. 2.** RCW 28A.655.061 and 2006 c 115 s 4 are each amended to  
24 read as follows:

25 (1) The high school assessment system shall include but need not be  
26 limited to the Washington assessment of student learning, opportunities  
27 for a student to retake the content areas of the assessment in which  
28 the student was not successful, and if approved by the legislature  
29 pursuant to subsection (10) of this section, one or more objective

1 alternative assessments for a student to demonstrate achievement of  
2 state academic standards. The objective alternative assessments for  
3 each content area shall be comparable in rigor to the skills and  
4 knowledge that the student must demonstrate on the Washington  
5 assessment of student learning for each content area.

6 (2) Subject to the conditions in this section, a certificate of  
7 academic achievement shall be obtained by most students at about the  
8 age of sixteen, and is evidence that the students have successfully met  
9 the state standard in the content areas included in the certificate.  
10 With the exception of students satisfying the provisions of RCW  
11 28A.155.045 or section 4 of this act, acquisition of the certificate is  
12 required for graduation from a public high school but is not the only  
13 requirement for graduation.

14 (3) Beginning with the graduating class of 2008, with the exception  
15 of students satisfying the provisions of RCW 28A.155.045, a student who  
16 meets the state standards on the reading, writing, and mathematics  
17 content areas of the high school Washington assessment of student  
18 learning shall earn a certificate of academic achievement. If a  
19 student does not successfully meet the state standards in one or more  
20 content areas required for the certificate of academic achievement,  
21 then the student may retake the assessment in the content area up to  
22 four times at no cost to the student. If the student successfully  
23 meets the state standards on a retake of the assessment then the  
24 student shall earn a certificate of academic achievement. Once  
25 objective alternative assessments are authorized pursuant to subsection  
26 (10) of this section, a student may use the objective alternative  
27 assessments to demonstrate that the student successfully meets the  
28 state standards for that content area if the student has (~~retaken~~)  
29 taken the Washington assessment of student learning at least once. If  
30 the student successfully meets the state standards on the objective  
31 alternative assessments then the student shall earn a certificate of  
32 academic achievement.

33 (4) Beginning with the graduating class of (~~2010~~) 2013, a student  
34 must meet the state standards in science in addition to the other  
35 content areas required under subsection (3) of this section on the  
36 Washington assessment of student learning or the objective alternative  
37 assessments in order to earn a certificate of academic achievement.

1 (5) The state board of education may not require the acquisition of  
2 the certificate of academic achievement for students in home-based  
3 instruction under chapter 28A.200 RCW, for students enrolled in private  
4 schools under chapter 28A.195 RCW, or for students satisfying the  
5 provisions of RCW 28A.155.045.

6 (6) A student may retain and use the highest result from each  
7 successfully completed content area of the high school assessment.

8 (7) (~~Beginning in 2006,~~) School districts must make available to  
9 students the following options:

10 (a) To retake the Washington assessment of student learning up to  
11 four times in the content areas in which the student did not meet the  
12 state standards if the student is enrolled in a public school; or

13 (b) To retake the Washington assessment of student learning up to  
14 four times in the content areas in which the student did not meet the  
15 state standards if the student is enrolled in a high school completion  
16 program at a community or technical college. The superintendent of  
17 public instruction and the state board for community and technical  
18 colleges shall jointly identify means by which students in these  
19 programs can be assessed.

20 (8) Students who achieve the standard in a content area of the high  
21 school assessment but who wish to improve their results shall pay for  
22 retaking the assessment, using a uniform cost determined by the  
23 superintendent of public instruction.

24 (9) (~~Subject to available funding, the superintendent shall pilot~~  
25 ~~opportunities for retaking the high school assessment beginning in the~~  
26 ~~2004-05 school year. Beginning no later than September 2006,~~)  
27 Opportunities to retake the assessment at least twice a year shall be  
28 available to each school district.

29 (10)(a) The office of the superintendent of public instruction  
30 shall develop options for implementing objective alternative  
31 assessments, which may include an appeals process that is separate from  
32 the appeals process established in subsection (13) of this section, for  
33 students to demonstrate achievement of the state academic standards.  
34 The objective alternative assessments shall be comparable in rigor to  
35 the skills and knowledge that the student must demonstrate on the  
36 Washington assessment of student learning and be objective in its  
37 determination of student achievement of the state standards. Before  
38 any objective alternative assessments in addition to those authorized

1 in RCW 28A.655.065 or (b) of this subsection are used by a student to  
2 demonstrate that the student has met the state standards in a content  
3 area required to obtain a certificate, the legislature shall formally  
4 approve the use of any objective alternative assessments through the  
5 omnibus appropriations act or by statute or concurrent resolution.

6 (b)(i) A student's score on the mathematics (~~((portion of the~~  
7 ~~preliminary scholastic assessment test (PSAT))~~), reading or English, or  
8 writing portion of the scholastic assessment test (SAT)((~~7~~)) or the  
9 American college test (ACT) may be used as an objective alternative  
10 assessment under this section for demonstrating that a student has met  
11 or exceeded the (~~((mathematics))~~) state standards for the certificate of  
12 academic achievement. The state board of education shall identify the  
13 scores students must achieve on the (~~((mathematics))~~) relevant portion of  
14 the (~~((PSAT,))~~) SAT(~~((7))~~) or ACT to meet or exceed the state standard  
15 (~~((for mathematics))~~) in the relevant content area on the Washington  
16 assessment of student learning. The state board of education shall  
17 identify the first scores by December 1, (~~((2006, and thereafter))~~) 2007.  
18 After the first scores are established, the state board may increase  
19 but not decrease the scores required for students to meet or exceed the  
20 state standards (~~((for mathematics))~~).

21 (ii) Until August 31, 2008, a student's score on the mathematics  
22 portion of the preliminary scholastic assessment test (PSAT) may be  
23 used as an objective alternative assessment under this section for  
24 demonstrating that a student has met or exceeded the state standard for  
25 the certificate of academic achievement. The state board of education  
26 shall identify the score students must achieve on the mathematics  
27 portion of the PSAT to meet or exceed the state standard in that  
28 content area on the Washington assessment of student learning.

29 (iii) A student who scores at least a three on the grading scale  
30 of one to five for selected advance placement examinations may use the  
31 score as an objective alternative assessment under this section for  
32 demonstrating that a student has met or exceeded state standards for  
33 the certificate of academic achievement. A score of three on the  
34 advance placement examinations in calculus or statistics may be used as  
35 an alternative assessment for the mathematics portion of the Washington  
36 assessment of student learning. A score of three on the advance  
37 placement examinations in English language and composition may be used  
38 as an alternative assessment for the writing portion of the Washington

1 assessment of student learning. A score of three on the advance  
2 placement examinations in English literature and composition,  
3 macroeconomics, microeconomics, psychology, United States history,  
4 world history, United States government and politics, or comparative  
5 government and politics may be used as an alternative assessment for  
6 the reading portion of the Washington assessment of student learning.

7 (11) By December 15, 2004, the house of representatives and senate  
8 education committees shall obtain information and conclusions from  
9 recognized, independent, national assessment experts regarding the  
10 validity and reliability of the high school Washington assessment of  
11 student learning for making individual student high school graduation  
12 determinations.

13 (12) To help assure continued progress in academic achievement as  
14 a foundation for high school graduation and to assure that students are  
15 on track for high school graduation, each school district shall prepare  
16 plans for students as provided in this subsection (12).

17 (a) Student learning plans are required for eighth through twelfth  
18 grade students who were not successful on any or all of the content  
19 areas of the Washington assessment for student learning during the  
20 previous school year. The plan shall include the courses,  
21 competencies, and other steps needed to be taken by the student to meet  
22 state academic standards and stay on track for graduation. ((This  
23 requirement shall be phased in as follows:

24 ~~(i) Beginning no later than the 2004-05 school year ninth grade~~  
25 ~~students as described in this subsection (12)(a) shall have a plan.~~

26 ~~(ii) Beginning no later than the 2005-06 school year and every year~~  
27 ~~thereafter eighth grade students as described in this subsection~~  
28 ~~(12)(a) shall have a plan.~~

29 ~~(iii))~~ (i) The parent or guardian shall be notified, preferably  
30 through a parent conference, of the student's results on the Washington  
31 assessment of student learning, actions the school intends to take to  
32 improve the student's skills in any content area in which the student  
33 was unsuccessful, strategies to help them improve their student's  
34 skills, and the content of the student's plan.

35 ~~((iv))~~ (ii) Progress made on the student plan shall be reported  
36 to the student's parents or guardian at least annually and adjustments  
37 to the plan made as necessary.

1           (b) (~~Beginning with the 2005-06 school year and every year~~  
2 ~~thereafter,~~) All fifth grade students who were not successful in one  
3 or more of the content areas of the fourth grade Washington assessment  
4 of student learning shall have a student learning plan.

5           (i) The parent or guardian of ((a)) the student (~~(described in this~~  
6 ~~subsection (12)(b))~~) shall be notified, preferably through a parent  
7 conference, of the student's results on the Washington assessment of  
8 student learning, actions the school intends to take to improve the  
9 student's skills in any content area in which the student was  
10 unsuccessful, and provide strategies to help them improve their  
11 student's skills.

12           (ii) Progress made on the student plan shall be reported to the  
13 student's parents or guardian at least annually and adjustments to the  
14 plan made as necessary.

15           (13)(a) Before the 2007-08 school year, each educational service  
16 district shall implement an appeals panel or panels comprised of  
17 teachers, principals, and members of the business community with  
18 relevant knowledge or expertise to review and decide appeals submitted  
19 by students who did not meet the state standard on the tenth grade  
20 Washington assessment of student learning or an objective alternative  
21 assessment in one or more of the content areas assessed. The appeal  
22 under this subsection (13) shall be an appeal by a student to  
23 demonstrate that he or she has the level of understanding of a content  
24 area assessed on the Washington assessment of student learning  
25 necessary to meet the state standard but was unable to demonstrate that  
26 understanding on the assessment or alternative assessment. An appeals  
27 panel must issue a determination of whether the appeal is approved or  
28 denied within sixty days of receiving an appeal application.

29           (b) A student is eligible to access the appeals process under this  
30 subsection (13) if the student is in his or her junior or senior year  
31 of high school; has retaken the Washington assessment of student  
32 learning or has taken an alternative assessment in the content area in  
33 which the student is appealing; has participated in the remediation or  
34 supplemental instruction contained in the student learning plan  
35 developed under subsection (12) of this section; and meets at least one  
36 of the following additional eligibility requirements:

37           (i) The student has met or is on track to meet all other state and

1 local graduation requirements except for meeting the state standard on  
2 the Washington assessment of student learning;

3 (ii) The student has completed a career and technical education  
4 industry certification program, or is on track to enter an articulated  
5 postsecondary program in an accredited community or technical college  
6 that leads to industry certification;

7 (iii) The student is eligible for assessment accommodations,  
8 including accommodations for students with individualized education  
9 programs, students with plans developed pursuant to section 504 of the  
10 rehabilitation act of 1973, and English language learners. For  
11 students appealing under this subsection (13)(b)(iii), the panel shall  
12 consider, at a minimum, whether the appropriate assessment  
13 accommodation was provided; or

14 (iv) The student is an English language learner who has been in the  
15 United States for fewer than three years.

16 (c) The educational service districts shall jointly submit an  
17 annual report to the legislature on the number and types of appeals  
18 received and approved.

19 (d) The state board of education shall adopt rules to implement  
20 this subsection (13) by August 1, 2007. The rules shall include  
21 uniform criteria to be used by the appeals panels in making the panels'  
22 determinations. The criteria shall include review of the student's  
23 cumulative grade point average for those courses required for high  
24 school graduation; whether the student had regular and consistent  
25 attendance at school; the student's high school and beyond plan; and  
26 the student's culminating project. The state board of education may  
27 include additional criteria if necessary and shall determine how much  
28 weight shall be given to each criteria.

29 **Sec. 3.** RCW 28A.155.045 and 2004 c 19 s 104 are each amended to  
30 read as follows:

31 Beginning with the graduating class of 2008, students served under  
32 this chapter, who are not appropriately assessed by the high school  
33 Washington assessment system as defined in RCW 28A.655.061, even with  
34 accommodations, may earn a certificate of individual achievement. The  
35 certificate may be earned using multiple ways to demonstrate skills and  
36 abilities commensurate with their individual education programs. The  
37 determination of whether the high school assessment system is

1 appropriate shall be made by the student's individual education program  
2 team. Except as provided in section 4 of this act, for these students,  
3 the certificate of individual achievement is required for graduation  
4 from a public high school, but need not be the only requirement for  
5 graduation. When measures other than the high school assessment system  
6 as defined in RCW 28A.655.061 are used, the measures shall be in  
7 agreement with the appropriate educational opportunity provided for the  
8 student as required by this chapter. The superintendent of public  
9 instruction shall develop the guidelines for determining which students  
10 should not be required to participate in the high school assessment  
11 system and which types of assessments are appropriate to use.

12 When measures other than the high school assessment system as  
13 defined in RCW 28A.655.061 are used for high school graduation  
14 purposes, the student's high school transcript shall note whether that  
15 student has earned a certificate of individual achievement.

16 Nothing in this section shall be construed to deny a student the  
17 right to participation in the high school assessment system as defined  
18 in RCW 28A.655.061, and, upon successfully meeting the high school  
19 standard, receipt of the certificate of academic achievement.

20 NEW SECTION. **Sec. 4.** A new section is added to chapter 28A.655  
21 RCW to read as follows:

22 (1) Beginning with the graduating class of 2008 and through the  
23 graduating class of 2012, students may graduate from high school  
24 without earning a certificate of academic achievement or a certificate  
25 of individual achievement if they:

26 (a) Have not successfully met the mathematics standard on the high  
27 school Washington assessment of student learning, an approved objective  
28 alternative assessment, or an alternate assessment developed for  
29 eligible special education students;

30 (b) Have successfully met the state standard in the other content  
31 areas required for a certificate under RCW 28A.655.061 or 28A.155.045;

32 (c) Have met all other state and school district graduation  
33 requirements; and

34 (d)(i) For the graduating class of 2008, successfully earn one  
35 additional high school mathematics credit or career and technical  
36 course equivalent, including courses offered at skill centers, after  
37 the student's eleventh grade year intended to increase the student's



1 mathematics proficiency toward meeting or exceeding the mathematics  
2 standards assessed on the high school Washington assessment of student  
3 learning; and

4 (ii) For the remaining graduating classes under this section,  
5 successfully earn two additional mathematics credits or career and  
6 technical course equivalent, including courses offered at skill  
7 centers, after the student's tenth grade year intended to increase the  
8 student's mathematics proficiency toward meeting or exceeding the  
9 mathematics standards assessed on the high school Washington assessment  
10 of student learning.

11 (2) This section expires August 31, 2013.

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

14 (1) The superintendent of public instruction shall develop  
15 essential academic learning requirements that identify the knowledge  
16 and skills all public school students need to know and be able to do  
17 based on the student learning goals in RCW 28A.150.210, develop student  
18 assessments, and implement the accountability recommendations and  
19 requests regarding assistance, rewards, and recognition of the state  
20 board of education.

21 (2) The superintendent of public instruction shall:

22 (a) Periodically revise the essential academic learning  
23 requirements, as needed, based on the student learning goals in RCW  
24 28A.150.210. Goals one and two shall be considered primary. To the  
25 maximum extent possible, the superintendent shall integrate goal four  
26 and the knowledge and skill areas in the other goals in the essential  
27 academic learning requirements; and

28 (b) Review and prioritize the essential academic learning  
29 requirements and identify, with clear and concise descriptions, the  
30 grade level content expectations to be assessed on the Washington  
31 assessment of student learning and used for state or federal  
32 accountability purposes. The review, prioritization, and  
33 identification shall result in more focus and targeting with an  
34 emphasis on depth over breadth in the number of grade level content  
35 expectations assessed at each grade level. Grade level content  
36 expectations shall be articulated over the grades as a sequence of  
37 expectations and performances that are logical, build with increasing

1 depth after foundational knowledge and skills are acquired, and  
2 reflect, where appropriate, the sequential nature of the discipline.  
3 The office of the superintendent of public instruction, within seven  
4 working days, shall post on its web site any grade level content  
5 expectations provided to an assessment vendor for use in constructing  
6 the Washington assessment of student learning.

7 (3) In consultation with the state board of education, the  
8 superintendent of public instruction shall maintain and continue to  
9 develop and revise a statewide academic assessment system in the  
10 content areas of reading, writing, mathematics, and science for use in  
11 the elementary, middle, and high school years designed to determine if  
12 each student has mastered the essential academic learning requirements  
13 identified in subsection (1) of this section. School districts shall  
14 administer the assessments under guidelines adopted by the  
15 superintendent of public instruction. The academic assessment system  
16 (~~shall~~) may include a variety of assessment methods, including  
17 criterion-referenced and performance-based measures.

18 (4) If the superintendent proposes any modification to the  
19 essential academic learning requirements or the statewide assessments,  
20 then the superintendent shall, upon request, provide opportunities for  
21 the education committees of the house of representatives and the senate  
22 to review the assessments and proposed modifications to the essential  
23 academic learning requirements before the modifications are adopted.

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

30 (~~(b) Assessments measuring the essential academic learning~~  
31 ~~requirements in the content area of science shall be available for~~  
32 ~~mandatory use in middle schools and high schools by the 2003-04 school~~  
33 ~~year and for mandatory use in elementary schools by the 2004-05 school~~  
34 ~~year unless the legislature takes action to delay or prevent~~  
35 ~~implementation of the assessment.~~)

36 (6) By September 2007, the results for reading and mathematics  
37 shall be reported in a format that will allow parents and teachers to

1 determine the academic gain a student has acquired in those content  
2 areas from one school year to the next.

3 (7) To assist parents and teachers in their efforts to provide  
4 educational support to individual students, the superintendent of  
5 public instruction shall provide as much individual student performance  
6 information as possible within the constraints of the assessment  
7 system's item bank. The superintendent shall also provide to school  
8 districts:

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

11 (b) A collection of diagnostic tools that educators may use to  
12 evaluate the academic status of individual students. The tools shall  
13 be designed to be inexpensive, easily administered, and quickly and  
14 easily scored, with results provided in a format that may be easily  
15 shared with parents and students.

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

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

21 (10) The superintendent shall develop assessments that are directly  
22 related to the essential academic learning requirements, and are not  
23 biased toward persons with different learning styles, racial or ethnic  
24 backgrounds, or on the basis of gender.

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

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

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

34 **Sec. 6.** RCW 28A.655.065 and 2006 c 115 s 1 are each amended to  
35 read as follows:

36 (1) The legislature has made a commitment to rigorous academic  
37 standards for receipt of a high school diploma. The primary way that

1 students will demonstrate that they meet the standards in reading,  
2 writing, mathematics, and science is through the Washington assessment  
3 of student learning. Only objective assessments that are comparable in  
4 rigor to the state assessment are authorized as an alternative  
5 assessment. Before seeking an alternative assessment, the legislature  
6 expects students to make a genuine effort to meet state standards,  
7 through (~~retaking the Washington assessment of student learning~~)  
8 regular and consistent attendance at school(+) and participation in  
9 extended learning and other assistance programs.

10 (2) Under RCW 28A.655.061, beginning in the 2006-07 school year,  
11 the superintendent of public instruction shall implement objective  
12 alternative assessment methods as provided in this section for students  
13 to demonstrate achievement of the state standards in content areas in  
14 which the student has not yet met the standard on the high school  
15 Washington assessment of student learning. A student may access an  
16 alternative if the student meets applicable eligibility criteria in RCW  
17 28A.655.061 and this section and other eligibility criteria established  
18 by the superintendent of public instruction, including but not limited  
19 to attendance criteria and participation in the remediation or  
20 supplemental instruction contained in the student learning plan  
21 developed under RCW 28A.655.061. A school district may waive  
22 attendance and/or remediation criteria for special, unavoidable  
23 circumstances.

24 (3) For the purposes of this section, "applicant" means a student  
25 seeking to use one of the alternative assessment methods in this  
26 section.

27 (4) One alternative assessment method shall be a combination of the  
28 applicant's grades in applicable courses and the applicant's highest  
29 score on the high school Washington assessment of student learning, as  
30 provided in this subsection. A student is eligible to apply for the  
31 alternative assessment method under this subsection (4) if the student  
32 has a cumulative grade point average of at least 3.2 on a four point  
33 grading scale. The superintendent of public instruction shall  
34 determine which high school courses are applicable to the alternative  
35 assessment method and shall issue guidelines to school districts.

36 (a) Using guidelines prepared by the superintendent of public  
37 instruction, a school district shall identify the group of students in  
38 the same school as the applicant who took the same high school courses

1 as the applicant in the applicable content area. From the group of  
2 students identified in this manner, the district shall select the  
3 comparison cohort that shall be those students who met or slightly  
4 exceeded the state standard on the Washington assessment of student  
5 learning.

6 (b) The district shall compare the applicant's grades in high  
7 school courses in the applicable content area to the grades of students  
8 in the comparison cohort for the same high school courses. If the  
9 applicant's grades are equal to or above the mean grades of the  
10 comparison cohort, the applicant shall be deemed to have met the state  
11 standard on the alternative assessment.

12 (c) An applicant may not use the alternative assessment under this  
13 subsection (4) if there are fewer than six students in the comparison  
14 cohort.

15 (5) The superintendent of public instruction shall develop an  
16 alternative assessment method that shall be an evaluation of a  
17 collection of work samples prepared and submitted by the applicant, as  
18 provided in this subsection and, for career and technical applicants,  
19 the additional requirements of subsection (6) of this section.

20 (a) The superintendent of public instruction shall develop  
21 guidelines for the types and number of work samples in each content  
22 area that may be submitted as a collection of evidence that the  
23 applicant has met the state standard in that content area. Work  
24 samples may be collected from academic, career and technical, or  
25 remedial courses and may include performance tasks as well as written  
26 products. The superintendent shall submit the guidelines for approval  
27 by the state board of education.

28 (b) The superintendent shall develop protocols for submission of  
29 the collection of work samples that include affidavits from the  
30 applicant's teachers and school district that the samples are the work  
31 of the applicant and a requirement that a portion of the samples be  
32 prepared under the direct supervision of a classroom teacher. The  
33 superintendent shall submit the protocols for approval by the state  
34 board of education.

35 (c) The superintendent shall develop uniform scoring criteria for  
36 evaluating the collection of work samples and submit the scoring  
37 criteria for approval by the state board of education. Collections  
38 shall be scored at the state level or regionally by a panel of

1 educators selected and trained by the superintendent to ensure  
2 objectivity, reliability, and rigor in the evaluation. An educator may  
3 not score work samples submitted by applicants from the educator's  
4 school district. If the panel awards an applicant's collection of work  
5 samples the minimum required score, the applicant shall be deemed to  
6 have met the state standard on the alternative assessment.

7 (d) Using an open and public process that includes consultation  
8 with district superintendents, school principals, and other educators,  
9 the state board of education shall consider the guidelines, protocols,  
10 scoring criteria, and other information regarding the collection of  
11 work samples submitted by the superintendent of public instruction.  
12 The collection of work samples may be implemented as an alternative  
13 assessment after the state board of education has approved the  
14 guidelines, protocols, and scoring criteria and determined that the  
15 collection of work samples: (i) Will meet professionally accepted  
16 standards for a valid and reliable measure of the grade level  
17 expectations and the essential academic learning requirements; and (ii)  
18 is comparable to or exceeds the rigor of the skills and knowledge that  
19 a student must demonstrate on the Washington assessment of student  
20 learning in the applicable content area. The state board shall make an  
21 approval decision and determination no later than December 1, 2006, and  
22 thereafter may increase the required rigor of the collection of work  
23 samples.

24 (e) By September of 2006, the superintendent of public instruction  
25 shall develop informational materials for parents, teachers, and  
26 students regarding the collection of work samples and the status of its  
27 development as an alternative assessment method. The materials shall  
28 provide specific guidance regarding the type and number of work samples  
29 likely to be required, include examples of work that meets the state  
30 learning standards, and describe the scoring criteria and process for  
31 the collection. The materials shall also encourage students in the  
32 graduating class of 2008 to begin creating a collection if they believe  
33 they may seek to use the collection once it is implemented as an  
34 alternative assessment.

35 (6)(a) For students enrolled in a career and technical education  
36 program approved under RCW 28C.04.110, the superintendent of public  
37 instruction shall develop additional guidelines for a collection of  
38 work samples that evidences that the collection:

1 (i) Is relevant to the student's particular career and technical  
2 program;

3 (ii) Focuses on the application of academic knowledge and skills  
4 within the program;

5 (iii) Includes completed activities or projects where demonstration  
6 of academic knowledge is inferred; and

7 (iv) Is related to the essential academic learning requirements and  
8 state standards that students must meet to earn a certificate of  
9 academic achievement or certificate of individual achievement, but also  
10 represents the knowledge and skills that successful individuals in the  
11 career and technical field of the approved program are expected to  
12 possess.

13 (b) To meet the state standard on the alternative assessment under  
14 this subsection (6), an applicant must also attain the state or  
15 nationally recognized certificate or credential associated with the  
16 approved career and technical program.

17 (c) The superintendent shall consult with community and technical  
18 colleges, employers, the work force training and education coordinating  
19 board, apprenticeship programs, and other regional and national experts  
20 in career and technical education to create an appropriate collection  
21 of work samples and other evidence of a career and technical student's  
22 knowledge and skills on the state academic standards.

23 (7) The superintendent of public instruction shall study the  
24 feasibility of using existing mathematics assessments in languages  
25 other than English as an additional alternative assessment option. The  
26 study shall include an estimation of the cost of translating the tenth  
27 grade mathematics assessment into other languages and scoring the  
28 assessments should they be implemented.

29 (8) The superintendent of public instruction shall implement:

30 (a) By June 1, 2006, a process for students to appeal the score  
31 they received on the high school assessments; and

32 (b) By January 1, 2007, guidelines and appeal processes for waiving  
33 specific requirements in RCW 28A.655.061 pertaining to the certificate  
34 of academic achievement and to the certificate of individual  
35 achievement for students who: (i) Transfer to a Washington public  
36 school in their junior or senior year with the intent of obtaining a  
37 public high school diploma, or (ii) have special, unavoidable  
38 circumstances.

1 (9) The superintendent of public instruction (~~may~~) shall adopt  
2 rules to implement this section.

3 **Sec. 7.** RCW 28A.655.063 and 2006 c 115 s 5 are each amended to  
4 read as follows:

5 Subject to the availability of funds appropriated for this purpose,  
6 the office of the superintendent of public instruction shall provide  
7 funds to school districts (~~shall~~) to reimburse students for the cost  
8 of taking the tests in RCW 28A.655.061(10)(b) when the students take  
9 the tests for the purpose of using the (~~mathematics~~) results as an  
10 objective alternative assessment. The office of the superintendent of  
11 public instruction may, as an alternative to providing funds to school  
12 districts, arrange for students to receive a testing fee waiver or make  
13 other arrangements to compensate the students.

14 **Sec. 8.** RCW 28A.655.200 and 2006 c 117 s 4 are each amended to  
15 read as follows:

16 (1) (~~In the absence of mandatory, statewide, norm-referenced~~  
17 ~~assessments,~~) The legislature intends to permit school districts to  
18 offer norm-referenced assessments, make diagnostic tools available to  
19 school districts, and provide funding for diagnostic assessments to  
20 enhance (~~guidance and planning for students and to~~) student learning  
21 at all grade levels and provide early intervention before the high  
22 school Washington assessment of student learning.

23 (2) In addition to the diagnostic assessments provided under  
24 (~~subsection (5) of~~) this section, school districts may, at their own  
25 expense, administer norm-referenced assessments to students.

26 (3) (~~By September 1, 2005, subject to available funds,~~) The  
27 office of the superintendent of public instruction shall post on its  
28 web site for voluntary use by school districts, a guide of diagnostic  
29 assessments. The assessments in the guide, to the extent possible,  
30 shall include the characteristics listed in subsection (4) of this  
31 section.

32 (4) Beginning September 1, 2007, the office of the superintendent  
33 of public instruction shall make diagnostic assessments in reading,  
34 writing, mathematics, and science in elementary, middle, and high  
35 school grades available to school districts (~~diagnostic assessments~~  
36 ~~that~~). Subject to funds appropriated for this purpose, the office of



1 the superintendent of public instruction shall also provide funding to  
2 school districts for administration of diagnostic assessments to help  
3 improve student learning, identify academic weaknesses, enhance student  
4 planning and guidance, and develop targeted instructional strategies to  
5 assist students before the high school Washington assessment of student  
6 learning. To the greatest extent possible, the assessments shall be:

7 (a) Aligned to the state's grade level expectations;

8 (b) Individualized to each student's performance level;

9 (c) Administered efficiently to provide results either immediately  
10 or within two weeks;

11 (d) Capable of measuring individual student growth over time and  
12 allowing student progress to be compared to other students across the  
13 country;

14 (e) Readily available to parents; and

15 (f) Cost-effective.

16 ~~(5) ((Beginning with the 2006-07 school year, the superintendent of~~  
17 ~~public instruction shall reimburse school districts for administration~~  
18 ~~of diagnostic assessments in grade nine for the purpose of identifying~~  
19 ~~academic weaknesses, enhancing student planning and guidance, and~~  
20 ~~developing targeted instructional strategies to assist students before~~  
21 ~~the high school Washington assessment of student learning.~~

22 ~~(6))~~ The office of the superintendent of public instruction ~~((is~~  
23 ~~encouraged to))~~ shall offer training at statewide and regional staff  
24 development activities ~~((training opportunities that would assist~~  
25 ~~practitioners))~~ in:

26 (a) The interpretation of diagnostic assessments; and

27 (b) Application of instructional strategies that will increase  
28 student learning based on diagnostic assessment data.

29 NEW SECTION. Sec. 9. A new section is added to chapter 28A.655  
30 RCW to read as follows:

31 (1) The legislature's intent for the high school assessment system  
32 in mathematics and science is that students receive instruction through  
33 credited high school courses in the content areas to be assessed and  
34 have their knowledge and skills assessed after they complete the  
35 courses. End-of-course assessments in mathematics and science should,  
36 at a minimum, cover the content of algebra I, geometry, and biology,  
37 and be based on state learning standards. However, school districts

1 should be responsible for designing and implementing courses that align  
2 with state learning standards, state-recommended curricula, and end-of-  
3 course assessments. School districts should also have the opportunity  
4 to provide instruction in the assessed content areas through integrated  
5 courses. To the extent feasible, the assessments should be able to be  
6 administered online. Results should be returned in a timely manner and  
7 should provide diagnostic information to improve curriculum,  
8 instruction, and remediation for struggling students. Furthermore,  
9 changes to the high school Washington assessment of student learning to  
10 achieve the legislative intent expressed under this subsection should  
11 be implemented on an expedited timeline in order to apply to the  
12 graduating class of 2013.

13 (2)(a) The state board of education, in consultation with the  
14 superintendent of public instruction, shall examine and recommend  
15 changes to the high school Washington assessment of student learning in  
16 the content areas of mathematics and science. The examination shall  
17 address the issues identified in subsection (1) of this section.

18 (b) In conducting its examination, the state board of education  
19 shall seek input from independent national assessment experts; examine  
20 the experience of other states that have implemented end-of-course  
21 assessments; and use a deliberative public process to ensure adequate  
22 input from teachers, school and district administrators, the business  
23 community, parents, and other interested individuals and organizations.

24 (c) In any request for proposals for a new testing contractor for  
25 the Washington assessment of student learning, the superintendent of  
26 public instruction shall include the changes being examined by the  
27 state board of education so that additional information about the cost  
28 and feasibility of end-of-course assessments and implementation  
29 timelines can be provided by prospective testing contractors.

30 (d) The state board of education shall submit a report to the  
31 superintendent of public instruction and the education committees of  
32 the legislature by January 10, 2008, with findings from the examination  
33 under this subsection (2) and recommendations for changes to the high  
34 school Washington assessment in mathematics and science that implement  
35 the legislative intent expressed under subsection (1) of this section  
36 and a timeline for expedited implementation of the recommended changes  
37 no later than the 2010-11 school year.

1 (e) If the state board of education finds that the legislative  
2 intent expressed under subsection (1) of this section cannot feasibly  
3 be implemented by the 2010-11 school year, the state board shall state  
4 the specific reasons for such a finding, along with supporting  
5 evidence, and recommend a revised timeline.

6 (3) The state board of education shall also examine opportunities  
7 for additional alternative assessments, including the possible use of  
8 one or more standardized norm-referenced student achievement tests and  
9 the possible use of the reading, writing, or mathematics portions of  
10 the ACT ASSET and ACT COMPASS test instruments as objective alternative  
11 assessments for demonstrating that a student has met the state  
12 standards for the certificate of academic achievement. The state board  
13 shall submit its findings and recommendations to the education  
14 committees of the legislature by January 10, 2008.

15 (4) This section expires June 30, 2008.

16 NEW SECTION. **Sec. 10.** A new section is added to chapter 28A.655  
17 RCW to read as follows:

18 English language learners who score below level four on the  
19 Washington language proficiency test or the equivalent level of the  
20 evaluation used by the superintendent of public instruction to assess  
21 the English and academic proficiency of English language learners under  
22 RCW 28A.180.090 shall not be required to take the Washington assessment  
23 of student learning, except as required by federal law. However, these  
24 students are still subject to the graduation requirements established  
25 in RCW 28A.655.061.

26 NEW SECTION. **Sec. 11.** (1) The superintendent of public  
27 instruction and the workforce training and education coordinating board  
28 shall jointly convene and staff an advisory committee to identify  
29 career and technical education curricula that will assist in preparing  
30 students for the state assessment system and provide the opportunity to  
31 obtain a certificate of academic achievement.

32 (2) The advisory committee shall consist of the following nine  
33 members:

34 (a) Four members of the legislature, with two members each  
35 appointed by the respective caucuses of the house of representatives  
36 and the senate;

1 (b) One representative from the career and technical education  
2 section of the office of the superintendent of public instruction;

3 (c) One member appointed by the workforce training and education  
4 coordinating board; and

5 (d) Three members appointed by the superintendent of public  
6 instruction and the workforce training and education coordinating board  
7 based on recommendations from the career and technical education  
8 community.

9 (3) The advisory committee shall appoint a chair from among the  
10 nonlegislative members.

11 (4) Legislative members of the advisory committee shall be  
12 reimbursed for travel expenses in accordance with RCW 44.04.120.  
13 Nonlegislative members, except those representing an employer or  
14 organization, are entitled to be reimbursed for travel expenses in  
15 accordance with RCW 43.03.050 and 43.03.060.

16 (5) By January 15, 2008, the advisory committee shall provide an  
17 initial report to the governor and the legislature and, if necessary,  
18 a work plan with additional reporting deadlines, which shall not extend  
19 beyond December 15, 2008.

20 NEW SECTION. **Sec. 12.** This act is necessary for the immediate  
21 preservation of the public peace, health, or safety, or support of the  
22 state government and its existing public institutions, and takes effect  
23 immediately."

24 Correct the title.

EFFECT: Strikes all provisions of the underlying bill. Allows  
students in the graduating classes of 2008 through 2012 to graduate  
without a Certificate of Academic Achievement as a result of not  
passing the math WASL if they meet other graduation requirements and  
take additional math courses. Moves the requirement for students to  
pass the science WASL to the class of 2013.

Allows students to access alternative assessments after taking the  
WASL once rather than twice. Expands use of the SAT/ACT as an  
alternative to include the reading and writing content areas.  
Terminates use of the PSAT as an alternative for mathematics in August  
2008. Authorizes use of specified Advance Placement exams as  
alternatives. Limits the GPA/Cohort alternative to students with a 3.2

GPA. Directs the State Board of Education (SBE) to examine norm-referenced tests and the ACT ASSET and COMPASS tests as possible alternatives.

Creates an appeals process in each Educational Service District for students who have the level of understanding to meet the state learning standards but have been unable to demonstrate it on the WASL or alternative assessment. Specifies eligibility criteria to submit an appeal and directs the SBE to adopt rules and criteria for determining appeals by August 1, 2007.

Describes legislative intent regarding the high school assessment system for math and science, including end-of-course assessments in at least Algebra I, Geometry, and Biology, and implementation of such a system by 2010-11 in order to apply to the class of 2013. Requires the SBE to examine and recommend changes to the WASL and an expedited timeline to implement this legislative intent. Requires a report by January 10, 2008. States that if the Board finds the legislative intent cannot be implemented by 2010-11, the Board must state the reasons for such a finding and recommend a revised timeline.

Exempts certain English Language Learners from taking the WASL unless required by federal law. Adds provisions regarding diagnostic assessments in elementary, middle, and high school.

Directs the SPI and the Workforce Board to convene an advisory committee to identify career and technical education curricula to assist students in preparing for the state assessment system. Requires an initial report by January 15, 2008.

--- END ---