
Education Committee

HB 2976

Brief Description: Approving the segmented mathematics assessment as an alternative assessment.

Sponsors: Representatives Sullivan, Haigh, Quall, Liias and Nelson; by request of Superintendent of Public Instruction.

Brief Summary of Bill

- Authorizes use of the segmented mathematics course and assessments as an approved alternative assessment to the high school Washington Assessment of Student Learning.

Hearing Date: 1/29/08

Staff: Barbara McLain (786-7383).

Background:

In 2006, the Legislature directed the Office of the Superintendent of Public Instruction (OSPI) to develop a 10th grade mathematics assessment that would present the Essential Academic Learning Requirements (EALRs) in discrete segments that could be separately assessed using a valid and reliable tool comparable in rigor to the Washington Assessment of Student Learning (WASL) when all of the segments are combined.

In 2006-07, the OSPI developed three course segments and assessments (Number Sense and Algebraic Sense, Geometric Sense and Measurement, and Probability and Statistics) and provided training to school districts on the course content, instructional modules, and accompanying assessments. The courses are designed to provide instruction for students who score at Levels 1 and 2 on the high school WASL. Students must earn a comparable number of total points across the three assessments to what is required for the WASL.

More than 8,000 students took the first assessment segment in December 2007.

Students who do not meet the state standard on the 10th grade WASL may attempt to demonstrate their knowledge and skills through a number of different alternative assessments. To be used as an

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alternative to the WASL, an assessment must be expressly authorized by the Legislature for that purpose.

Summary of Bill:

Beginning in the 2007-08 school year, students may use the following as an approved alternative assessment to the high school mathematics WASL: an assessment option developed by the OSPI that presents the EALRs in segments; is comparable in content and rigor to the WASL when all segments are considered together; is reliable and valid; is administered in conjunction with a segmented mathematics course; and can be used to determine whether a student has met the high school standard.

Appropriation: None.

Fiscal Note: Not requested.

Effective Date: The bill takes effect 90 days after adjournment of session in which bill is passed.