
SUBSTITUTE HOUSE BILL 3166

State of Washington 60th Legislature 2008 Regular Session

By House Education (originally sponsored by Representatives Sullivan, Priest, Haler, Santos, and Ormsby)

READ FIRST TIME 02/12/08.

1 AN ACT Relating to the design of the state assessment system and
2 the Washington assessment of student learning; amending RCW
3 28A.655.070; and creating a new section.

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

5 NEW SECTION. **Sec. 1.** The legislature finds that, according to a
6 recent report from a consultant retained by the state board of
7 education, end-of-course assessments have certain advantages over
8 comprehensive assessments such as the current form of the Washington
9 assessment of student learning, and in most other areas end-of-course
10 assessments are comparable to comprehensive assessments in meeting
11 public policy objectives for a statewide assessment system. The
12 legislature further finds that because the state's assessment contract
13 will be renegotiated before the end of 2008, the 2008 legislature has
14 an opportunity to provide policy direction in the design of the state
15 assessment system and the design of the Washington assessment of
16 student learning.

17 **Sec. 2.** RCW 28A.655.070 and 2007 c 354 s 5 are each amended to
18 read as follows:

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

8 (2) The superintendent of public instruction shall:

9 (a) Periodically revise the essential academic learning
10 requirements, as needed, based on the student learning goals in RCW
11 28A.150.210. Goals one and two shall be considered primary. To the
12 maximum extent possible, the superintendent shall integrate goal four
13 and the knowledge and skill areas in the other goals in the essential
14 academic learning requirements; and

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

31 (3)(a) In consultation with the state board of education, the
32 superintendent of public instruction shall maintain and continue to
33 develop and revise a statewide academic assessment system in the
34 content areas of reading, writing, mathematics, and science for use in
35 the elementary, middle, and high school years designed to determine if
36 each student has mastered the essential academic learning requirements
37 identified in subsection (1) of this section. School districts shall
38 administer the assessments under guidelines adopted by the

1 superintendent of public instruction. The academic assessment system
2 may include a variety of assessment methods, including criterion-
3 referenced and performance-based measures.

4 (b) Effective with the 2009 administration of the Washington
5 assessment of student learning, the superintendent shall redesign the
6 assessment in the content areas of reading, mathematics, and science in
7 all grades except high school by shortening test administration and
8 reducing the number of short answer and extended response questions.

9 (c)(i) In consultation with the state board of education, the
10 superintendent of public instruction shall develop statewide end-of-
11 course assessments for high school mathematics that measure student
12 achievement of the state mathematics standards. The superintendent
13 shall develop end-of-course assessments in algebra I, geometry,
14 integrated mathematics I, and integrated mathematics II. The
15 superintendent shall make the algebra I and integrated mathematics I
16 end-of-course assessments available to school districts on an optional
17 basis in the 2009-10 school year. The end-of-course assessments in
18 algebra I, geometry, integrated mathematics I, and integrated
19 mathematics II shall be implemented statewide in the 2010-11 school
20 year.

21 (ii) For the graduating class of 2013 and for purposes of the
22 certificate of academic achievement under RCW 28A.655.061, results from
23 the algebra I end-of-course assessment plus the geometry end-of-course
24 assessment or results from the integrated mathematics I end-of-course
25 assessment plus the integrated mathematics II end-of-course assessment
26 may be used to demonstrate that a student meets the state standard on
27 the mathematics content area of the high school Washington assessment
28 of student learning.

29 (iii) Beginning with the graduating class of 2014 and for purposes
30 of the certificate of academic achievement under RCW 28A.655.061, the
31 mathematics content area of the Washington assessment of student
32 learning shall be assessed using either the algebra I end-of-course
33 assessment plus the geometry end-of-course assessment or the integrated
34 mathematics I end-of-course assessment plus the integrated mathematics
35 II end-of-course assessment.

36 (4) If the superintendent proposes any modification to the
37 essential academic learning requirements or the statewide assessments,
38 then the superintendent shall, upon request, provide opportunities for

1 the education committees of the house of representatives and the senate
2 to review the assessments and proposed modifications to the essential
3 academic learning requirements before the modifications are adopted.

4 (5) The assessment system shall be designed so that the results
5 under the assessment system are used by educators as tools to evaluate
6 instructional practices, and to initiate appropriate educational
7 support for students who have not mastered the essential academic
8 learning requirements at the appropriate periods in the student's
9 educational development.

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. The superintendent shall also provide to school
19 districts:

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

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

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

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

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

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

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

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

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