

SSB 5414 (Corrected Copy) - S AMD 41  
By Senators McAuliffe, Tom, King

ADOPTED 03/04/2009

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

3 "NEW SECTION. **Sec. 1.** A new section is added to chapter 28A.300  
4 RCW to read as follows:

5 (1) The legislature finds that a statewide student assessment  
6 system should improve and inform classroom instruction, support  
7 accountability, and provide useful information to all levels of the  
8 educational system, including students, parents, teachers, schools,  
9 school districts, and the state. The legislature intends to redesign  
10 the current statewide system, in accordance with the recommendations of  
11 the Washington assessment of student learning legislative work group,  
12 to:

13 (a) Include multiple assessment formats, including both formative  
14 and summative, as necessary to provide information to help improve  
15 instruction and inform accountability;

16 (b) Enable collection of data that allows both statewide and  
17 nationwide comparisons of student learning and achievement; and

18 (c) Be balanced so that the information used to make significant  
19 decisions that affect school accountability or student educational  
20 progress includes many data points and does not rely on solely the  
21 results of a single assessment.

22 (2) The legislature further finds that one component of the  
23 assessment system should be instructionally supportive formative  
24 assessments. The key design elements or characteristics of an  
25 instructionally supportive assessment must:

26 (a) Be aligned to state standards in areas that are being assessed;

27 (b) Measure student growth and competency at multiple points  
28 throughout the year in a manner that allows instructors to monitor  
29 student progress and have the necessary trend data with which to  
30 improve instruction;

1 (c) Provide rapid feedback;

2 (d) Link student growth with instructional elements in order to  
3 gauge the effectiveness of educators and curricula;

4 (e) Provide tests that are appropriate to the skill level of the  
5 student;

6 (f) Support instruction for students of all abilities, including  
7 highly capable students and students with learning disabilities;

8 (g) Be culturally, linguistically, and cognitively relevant,  
9 appropriate, and understandable to each student taking the assessment;

10 (h) Inform parents and draw parents into greater participation of  
11 the student's study plan;

12 (i) Provide a way to analyze the assessment results relative to  
13 characteristics of the student such as, but not limited to, English  
14 language learners, gender, ethnicity, poverty, age, and disabilities;

15 (j) Strive to be computer-based and adaptive; and

16 (k) Engage students in their learning.

17 (3) The legislature further finds that a second component of the  
18 assessment system should be a state-administered summative achievement  
19 assessment that can be used as a check on the educational system in  
20 order to guide state expectations for the instruction of children and  
21 satisfy legislative demands for accountability. The key design  
22 elements or characteristics of the state administered achievement  
23 assessment must:

24 (a) Be aligned to state standards in areas that are being assessed;

25 (b) Maintain and increase academic rigor;

26 (c) Measure student learning growth over years; and

27 (d) Strengthen curriculum.

28 (4) The legislature further finds that a third component of the  
29 assessment system should include classroom-based assessments, which may  
30 be formative, summative, or both. Depending on their use, classroom-  
31 based assessments should have the same design elements and  
32 characteristics described in this section for formative and summative  
33 assessments.

34 (5) The legislature further finds that to sustain a strong and  
35 viable assessment system, preservice and ongoing training should be  
36 provided for teachers and administrators on the effective use of  
37 different types of assessments.

1 (6) The legislature further finds that as the statewide data system  
2 is developed, data should be collected for all state-required statewide  
3 assessments to be used for accountability and to monitor overall  
4 student achievement.

5 (7) The superintendent of public instruction, in consultation with  
6 the state board of education, shall begin design and development of an  
7 overall assessment system that meets the principles and characteristics  
8 described in this section. In designing formative and summative  
9 assessments, the superintendent shall solicit bids for the use of  
10 computerized adaptive testing methodologies.

11 (8) Beginning December 1, 2009, and annually thereafter, the  
12 superintendent and state board shall jointly report to the legislature  
13 regarding the assessment system, including a cost analysis of any  
14 changes and costs to expand availability and use of instructionally  
15 supportive formative assessments.

16 NEW SECTION. **Sec. 2.** The superintendent of public instruction  
17 shall:

18 (1) Revise the number of open-ended questions and extended  
19 responses in the statewide achievement assessment in grades three  
20 through eight and ten to reduce the cost and time of administering the  
21 assessment while retaining validity and reliability of the assessment  
22 and retaining assessment of critical thinking skills. By December 1,  
23 2009, the superintendent shall report to the legislature regarding the  
24 changes, including a cost analysis of the changes; and

25 (2) Revisit the alternative assessments, the appeals process,  
26 including considering authorizing local school districts to determine  
27 the outcome of an appeal by a student to demonstrate that he or she has  
28 the level of understanding of a content area assessed on the Washington  
29 assessment of student learning necessary to meet the state standard but  
30 was unable to demonstrate that understanding on the assessment or an  
31 alternative assessment, and the Washington alternative assessment  
32 system portfolios for students with the most significant cognitive  
33 disabilities. By December 1, 2009, the superintendent shall make  
34 recommendations to the legislature for improvements.

35 **Sec. 3.** RCW 28A.655.061 and 2008 c 321 s 2 are each amended to  
36 read as follows:

1 (1) The high school assessment system shall include but need not be  
2 limited to the Washington assessment of student learning, opportunities  
3 for a student to retake the content areas of the assessment in which  
4 the student was not successful, and if approved by the legislature  
5 pursuant to subsection (10) of this section, one or more objective  
6 alternative assessments for a student to demonstrate achievement of  
7 state academic standards. The objective alternative assessments for  
8 each content area shall be comparable in rigor to the skills and  
9 knowledge that the student must demonstrate on the Washington  
10 assessment of student learning for each content area.

11 (2) Subject to the conditions in this section, a certificate of  
12 academic achievement shall be obtained by most students at about the  
13 age of sixteen, and is evidence that the students have successfully met  
14 the state standard in the content areas included in the certificate.  
15 With the exception of students satisfying the provisions of RCW  
16 28A.155.045 or 28A.655.0611, acquisition of the certificate is required  
17 for graduation from a public high school but is not the only  
18 requirement for graduation.

19 (3)(a) Beginning with the graduating class of 2008, with the  
20 exception of students satisfying the provisions of RCW 28A.155.045, a  
21 student who meets the state standards on the reading, writing, and  
22 mathematics content areas of the high school Washington assessment of  
23 student learning or an objective alternative assessment shall earn a  
24 certificate of academic achievement.

25 (b) After a determination is made by the state board of education  
26 that the high school Washington assessment of student learning in the  
27 content areas of mathematics and science is sufficiently reliable and  
28 valid, with the exception of students satisfying the provisions of RCW  
29 28A.155.045, students must also meet the state standards on the  
30 mathematics and science content areas of the Washington assessment of  
31 student learning or an objective alternative assessment in order to  
32 earn a certificate of academic achievement. The state board of  
33 education may make a separate determination for the mathematics and the  
34 science content areas of the assessment. The determination by the  
35 state board of education must be adopted by rule by September 1st of  
36 the freshman school year of the graduating class to which the  
37 graduation requirement under subsection (2) of this section applies.  
38 In making the determination, the state board of education shall obtain

1 information and conclusions from recognized, independent, national  
2 assessment experts and other objective sources of expertise as the  
3 board deems necessary.

4 (c) Beginning no later than with the graduating class of 2013, a  
5 student must meet the state standards in science in addition to the  
6 other content areas required under this subsection on the Washington  
7 assessment of student learning or the approved objective alternative  
8 assessments in order to earn a certificate of academic achievement.

9 (4) If a student does not successfully meet the state standards in  
10 one or more content areas required for the certificate of academic  
11 achievement, then the student may retake the assessment in the content  
12 area up to four times at no cost to the student. If the student  
13 successfully meets the state standards on a retake of the assessment  
14 then the student shall earn a certificate of academic achievement.  
15 Once objective alternative assessments are authorized pursuant to  
16 subsection (10) of this section, a student may use the objective  
17 alternative assessments to demonstrate that the student successfully  
18 meets the state standards for that content area if the student has  
19 taken the Washington assessment of student learning at least once. If  
20 the student successfully meets the state standards on the objective  
21 alternative assessments then the student shall earn a certificate of  
22 academic achievement.

23 ~~((4) Beginning no later than with the graduating class of 2013, a~~  
24 ~~student must meet the state standards in science in addition to the~~  
25 ~~other content areas required under subsection (3) of this section on~~  
26 ~~the Washington assessment of student learning or the objective~~  
27 ~~alternative assessments in order to earn a certificate of academic~~  
28 ~~achievement. The state board of education may adopt a rule that~~  
29 ~~implements the requirements of this subsection (4) beginning with a~~  
30 ~~graduating class before the graduating class of 2013, if the state~~  
31 ~~board of education adopts the rule by September 1st of the freshman~~  
32 ~~school year of the graduating class to which the requirements of this~~  
33 ~~subsection (4) apply. The state board of education's authority under~~  
34 ~~this subsection (4) does not alter the requirement that any change in~~  
35 ~~performance standards for the tenth grade assessment must comply with~~  
36 ~~RCW 28A.305.130.))~~

37 (5) The state board of education may not require the acquisition of  
38 the certificate of academic achievement for students in home-based

1 instruction under chapter 28A.200 RCW, for students enrolled in private  
2 schools under chapter 28A.195 RCW, or for students satisfying the  
3 provisions of RCW 28A.155.045.

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

6 (7) School districts must make available to students the following  
7 options:

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

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

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

22 (9) Opportunities to retake the assessment at least twice a year  
23 shall be available to each school district.

24 (10)(a) The office of the superintendent of public instruction  
25 shall develop options for implementing objective alternative  
26 assessments, which may include an appeals process for students' scores,  
27 for students to demonstrate achievement of the state academic  
28 standards. The objective alternative assessments shall be comparable  
29 in rigor to the skills and knowledge that the student must demonstrate  
30 on the Washington assessment of student learning and be objective in  
31 its determination of student achievement of the state standards.  
32 Before any objective alternative assessments in addition to those  
33 authorized in RCW 28A.655.065 or (b) of this subsection are used by a  
34 student to demonstrate that the student has met the state standards in  
35 a content area required to obtain a certificate, the legislature shall  
36 formally approve the use of any objective alternative assessments  
37 through the omnibus appropriations act or by statute or concurrent  
38 resolution.

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

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

22 (iii) A student who scores at least a three on the grading scale of  
23 one to five for selected AP examinations may use the score as an  
24 objective alternative assessment under this section for demonstrating  
25 that a student has met or exceeded state standards for the certificate  
26 of academic achievement. A score of three on the AP examinations in  
27 calculus or statistics may be used as an alternative assessment for the  
28 mathematics portion of the Washington assessment of student learning.  
29 A score of three on the AP examinations in English language and  
30 composition may be used as an alternative assessment for the writing  
31 portion of the Washington assessment of student learning. A score of  
32 three on the AP examinations in English literature and composition,  
33 macroeconomics, microeconomics, psychology, United States history,  
34 world history, United States government and politics, or comparative  
35 government and politics may be used as an alternative assessment for  
36 the reading portion of the Washington assessment of student learning.

37 (11) (~~(By December 15, 2004, the house of representatives and~~  
38 ~~senate education committees shall obtain information and conclusions~~

1 ~~from recognized, independent, national assessment experts regarding the~~  
2 ~~validity and reliability of the high school Washington assessment of~~  
3 ~~student learning for making individual student high school graduation~~  
4 ~~determinations.~~

5 ~~(12))~~ To help assure continued progress in academic achievement as  
6 a foundation for high school graduation and to assure that students are  
7 on track for high school graduation, each school district shall prepare  
8 plans for and notify students and their parents or legal guardians as  
9 provided in this subsection (~~((12))~~) (11).

10 (a) Student learning plans are required for eighth through twelfth  
11 grade students who were not successful on any or all of the content  
12 areas of the Washington assessment for student learning during the  
13 previous school year or who may not be on track to graduate due to  
14 credit deficiencies or absences. The parent or legal guardian shall be  
15 notified about the information in the student learning plan, preferably  
16 through a parent conference and at least annually. To the extent  
17 feasible, schools serving English language learner students and their  
18 parents shall translate the plan into the primary language of the  
19 family. The plan shall include the following information as  
20 applicable:

21 (i) The student's results on the Washington assessment of student  
22 learning;

23 (ii) If the student is in the transitional bilingual program, the  
24 score on his or her Washington language proficiency test II;

25 (iii) Any credit deficiencies;

26 (iv) The student's attendance rates over the previous two years;

27 (v) The student's progress toward meeting state and local  
28 graduation requirements;

29 (vi) The courses, competencies, and other steps needed to be taken  
30 by the student to meet state academic standards and stay on track for  
31 graduation;

32 (vii) Remediation strategies and alternative education options  
33 available to students, including informing students of the option to  
34 continue to receive instructional services after grade twelve or until  
35 the age of twenty-one;

36 (viii) The alternative assessment options available to students  
37 under this section and RCW 28A.655.065;



1 (ix) School district programs, high school courses, and career and  
2 technical education options available for students to meet graduation  
3 requirements; and

4 (x) Available programs offered through skill centers or community  
5 and technical colleges.

6 (b) All fifth grade students who were not successful in one or more  
7 of the content areas of the fourth grade Washington assessment of  
8 student learning shall have a student learning plan.

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

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

18 **Sec. 4.** RCW 28A.655.066 and 2008 c 163 s 3 are each amended to  
19 read as follows:

20 (1) In consultation with the state board of education, the  
21 superintendent of public instruction shall develop statewide end-of-  
22 course assessments for high school mathematics that measure student  
23 achievement of the state mathematics standards. The superintendent  
24 shall take steps to ensure that the language of the assessments is  
25 responsive to a diverse student population. The superintendent shall  
26 develop end-of-course assessments in algebra I, geometry, integrated  
27 mathematics I, and integrated mathematics II(~~(. The superintendent~~  
28 ~~shall make the algebra I and integrated mathematics I end-of-course~~  
29 ~~assessments available to school districts on an optional basis in the~~  
30 ~~2009-10 school year. The end-of-course assessments in algebra I,~~  
31 ~~geometry, integrated mathematics I, and integrated mathematics II)) and  
32 the assessments shall be implemented statewide in the 2010-11 school  
33 year.~~

34 (2) For the graduating (~~class of 2013~~) classes of 2013 and 2014  
35 and for purposes of the certificate of academic achievement under RCW  
36 28A.655.061, a student may use: (a) Results from the algebra I end-of-  
37 course assessment plus the geometry end-of-course assessment (~~(or)~~);

1 (b) results from the integrated mathematics I end-of-course assessment  
2 plus the integrated mathematics II end-of-course assessment (~~may be~~  
3 used)); or (c) results of the comprehensive mathematics assessment to  
4 demonstrate that a student meets the state standard on the mathematics  
5 content area of the high school Washington assessment of student  
6 learning.

7 (3) Beginning with the graduating class of (~~2014~~) 2015 and for  
8 purposes of the certificate of academic achievement under RCW  
9 28A.655.061, the mathematics content area of the Washington assessment  
10 of student learning shall be assessed using either the algebra I end-  
11 of-course assessment plus the geometry end-of-course assessment or the  
12 integrated mathematics I end-of-course assessment plus the integrated  
13 mathematics II end-of-course assessment. All of the objective  
14 alternative assessments available to students under RCW 28A.655.061 and  
15 28A.655.065 shall be available to any student who has taken the  
16 sequence of end-of-course assessments once but does not meet the state  
17 mathematics standard on the sequence of end-of-course assessments.

18 (4) The superintendent of public instruction shall report at least  
19 annually or more often if necessary to keep the education committees of  
20 the legislature informed on each step of the development and  
21 implementation process under this section.

22 NEW SECTION. Sec. 5. (1) The office of the superintendent of  
23 public instruction, in consultation with the state board of education  
24 and the professional educator standards board, shall develop an  
25 implementation plan and strategies to ensure that all students have the  
26 opportunity to learn the new science standards. The plan must include  
27 the following components:

- 28 (a) Strategies to help districts improve their alignment of  
29 curriculum and teacher instruction to the new standards;
- 30 (b) Development of instructional models to help teachers; and
- 31 (c) Identification of effective intervention programs and  
32 strategies for struggling students.

33 (2) The office of the superintendent of public instruction, in  
34 consultation with the state board of education, shall also determine  
35 whether to use a comprehensive assessment or end-of-course assessments,  
36 including the costs for developing and implementing these assessments,

1 for the high school assessment for students to demonstrate that they  
2 have achieved proficiency on the state's science standards.

3 (3) The office of the superintendent of public instruction shall  
4 report to the governor and legislature by December 1, 2009, on the  
5 implementation plan and the recommended method of assessment for  
6 science.

7 **Sec. 6.** RCW 28A.305.215 and 2008 c 274 s 2 and 2008 c 172 s 2 are  
8 each reenacted and amended to read as follows:

9 (1) The activities in this section revise and strengthen the state  
10 learning standards that implement the goals of RCW 28A.150.210, known  
11 as the essential academic learning requirements, and improve alignment  
12 of school district curriculum to the standards.

13 (2) The state board of education shall be assisted in its work  
14 under subsections (3), (4), and (5) of this section by: (a) An expert  
15 national consultant in each of mathematics and science retained by the  
16 state board; and (b) the mathematics and science advisory panels  
17 created under RCW 28A.305.219, as appropriate, which shall provide  
18 review and formal comment on proposed recommendations to the  
19 superintendent of public instruction and the state board of education  
20 on new revised standards and curricula.

21 (3) By September 30, 2007, the state board of education shall  
22 recommend to the superintendent of public instruction revised essential  
23 academic learning requirements and grade level expectations in  
24 mathematics. The recommendations shall be based on:

25 (a) Considerations of clarity, rigor, content, depth, coherence  
26 from grade to grade, specificity, accessibility, and measurability;

27 (b) Study of:

28 (i) Standards used in countries whose students demonstrate high  
29 performance on the trends in international mathematics and science  
30 study and the programme for international student assessment;

31 (ii) College readiness standards;

32 (iii) The national council of teachers of mathematics focal points  
33 and the national assessment of educational progress content frameworks;  
34 and

35 (iv) Standards used by three to five other states, including  
36 California, and the nation of Singapore; and

1 (c) Consideration of information presented during public comment  
2 periods.

3 (4)(a) By February 29, 2008, the superintendent of public  
4 instruction shall revise the essential academic learning requirements  
5 and the grade level expectations for mathematics and present the  
6 revised standards to the state board of education and the education  
7 committees of the senate and the house of representatives as required  
8 by RCW 28A.655.070(4).

9 (b) The state board of education shall direct an expert national  
10 consultant in mathematics to:

11 (i) Analyze the February 2008 version of the revised standards,  
12 including a comparison to exemplar standards previously reviewed under  
13 this section;

14 (ii) Recommend specific language and content changes needed to  
15 finalize the revised standards; and

16 (iii) Present findings and recommendations in a draft report to the  
17 state board of education.

18 (c) By May 15, 2008, the state board of education shall review the  
19 consultant's draft report, consult the mathematics advisory panel, hold  
20 a public hearing to receive comment, and direct any subsequent  
21 modifications to the consultant's report. After the modifications are  
22 made, the state board of education shall forward the final report and  
23 recommendations to the superintendent of public instruction for  
24 implementation.

25 (d) By July 1, 2008, the superintendent of public instruction shall  
26 revise the mathematics standards to conform precisely to and  
27 incorporate each of the recommendations of the state board of education  
28 under (~~(subsection (4))~~)(c) of this (~~(section)~~) subsection and submit  
29 the revisions to the state board of education.

30 (e) By July 31, 2008, the state board of education shall either  
31 approve adoption by the superintendent of public instruction of the  
32 final revised standards as the essential academic learning requirements  
33 and grade level expectations for mathematics, or develop a plan for  
34 ensuring that the recommendations under (~~(subsection (4))~~)(c) of this  
35 (~~(section)~~) subsection are implemented so that final revised  
36 mathematics standards can be adopted by September 25, 2008.

37 (5) By June 30, 2008, the state board of education shall recommend

1 to the superintendent of public instruction revised essential academic  
2 learning requirements and grade level expectations in science. The  
3 recommendations shall be based on:

4 (a) Considerations of clarity, rigor, content, depth, coherence  
5 from grade to grade, specificity, accessibility, and measurability;

6 (b) Study of standards used by three to five other states and in  
7 countries whose students demonstrate high performance on the trends in  
8 international mathematics and science study and the programme for  
9 international student assessment; and

10 (c) Consideration of information presented during public comment  
11 periods.

12 (6) By December 1, 2008, the superintendent of public instruction  
13 shall revise the essential academic learning requirements and the grade  
14 level expectations for science and present the revised standards to the  
15 state board of education and the education committees of the senate and  
16 the house of representatives as required by RCW 28A.655.070(4). The  
17 superintendent shall adopt the revised essential academic learning  
18 requirements and grade level expectations unless otherwise directed by  
19 the legislature during the 2009 legislative session.

20 (7)(a) Within six months after the standards under subsection (4)  
21 of this section are adopted, the superintendent of public instruction  
22 shall present to the state board of education recommendations for no  
23 more than three basic mathematics curricula each for elementary,  
24 middle, and high school grade spans.

25 (b) Within two months after the presentation of the recommended  
26 curricula, the state board of education shall provide official comment  
27 and recommendations to the superintendent of public instruction  
28 regarding the recommended mathematics curricula. The superintendent of  
29 public instruction shall make any changes based on the comment and  
30 recommendations from the state board of education and adopt the  
31 recommended curricula.

32 (c) By (~~May 15~~) June 30, 2009, the superintendent of public  
33 instruction shall present to the state board of education  
34 recommendations for no more than three basic science curricula each for  
35 elementary(~~(7)~~) and middle(~~(7-and-high)~~) school grade spans and not  
36 more than three recommendations for each of the major high school  
37 courses within the following science domains: Earth and space science,  
38 physical science, and life science.

1 (d) (~~By June 30, 2009~~) Within two months after the presentation  
2 of the recommended curricula, the state board of education shall  
3 provide official comment and recommendations to the superintendent of  
4 public instruction regarding the recommended science curricula. The  
5 superintendent of public instruction shall make any changes based on  
6 the comment and recommendations from the state board of education and  
7 adopt the recommended curricula.

8 (e) In selecting the recommended curricula under this subsection  
9 (7), the superintendent of public instruction shall provide information  
10 to the mathematics and science advisory panels created under RCW  
11 28A.305.219, as appropriate, and seek the advice of the appropriate  
12 panel regarding the curricula that shall be included in the  
13 recommendations.

14 (f) The recommended curricula under this subsection (7) shall align  
15 with the revised essential academic learning requirements and grade  
16 level expectations. In addition to the recommended basic curricula,  
17 appropriate diagnostic and supplemental materials shall be identified  
18 as necessary to support each curricula.

19 (g) Subject to funds appropriated for this purpose and availability  
20 of the curricula, at least one of the curricula in each grade span and  
21 in each of mathematics and science shall be available to schools and  
22 parents online at no cost to the school or parent.

23 (8) By December 1, 2007, the state board of education shall revise  
24 the high school graduation requirements under RCW 28A.230.090 to  
25 include a minimum of three credits of mathematics, one of which may be  
26 a career and technical course equivalent in mathematics, and prescribe  
27 the mathematics content in the three required credits.

28 (9) Nothing in this section requires a school district to use one  
29 of the recommended curricula under subsection (7) of this section.  
30 However, the statewide accountability plan adopted by the state board  
31 of education under RCW 28A.305.130 shall recommend conditions under  
32 which school districts should be required to use one of the recommended  
33 curricula. The plan shall also describe the conditions for exception  
34 to the curriculum requirement, such as the use of integrated academic  
35 and career and technical education curriculum. Required use of the  
36 recommended curricula as an intervention strategy must be authorized by  
37 the legislature as required by RCW 28A.305.130(4)(e) before  
38 implementation.

1 (10) The superintendent of public instruction shall conduct a  
2 comprehensive survey of the mathematics curricula being used by school  
3 districts at all grade levels and the textbook and curriculum  
4 purchasing cycle of the districts and report the results of the survey  
5 to the education committees of the legislature by November 15, 2008.

6 NEW SECTION. **Sec. 7.** Section 6 of this act is necessary for the  
7 immediate preservation of the public peace, health, or safety, or  
8 support of the state government and its existing public institutions,  
9 and takes effect immediately."

**SSB 5414 (Corrected Copy)** - S AMD  
By Senators McAuliffe, Tom, King

**ADOPTED 03/04/2009**

10 On page 1, line 1 of the title, after "curricula;" strike the  
11 remainder of the title and insert "amending RCW 28A.655.061 and  
12 28A.655.066; reenacting and amending RCW 28A.305.215; adding a new  
13 section to chapter 28A.300 RCW; creating new sections; and declaring an  
14 emergency."

EFFECT: Rather than requiring use of the mathematics end-of-  
course assessments (EOCs) beginning in 2010-11 for all students to  
demonstrate they meet the state math standards, allows students in the  
graduating classes of 2013 and 2014 to use either the EOCs or the  
comprehensive math assessment for this purpose. Requires use of only  
the EOCs beginning with the graduating class of 2015.

The Superintendent of Public Instruction (SPI) with the State Board  
of Education (SBE) and the Professional Educator Standards Board (PESB)  
must develop an implementation plan and strategies to ensure that all  
students have the opportunity to learn the new science standards.

The SPI with the SBE and the PESB must determine whether to use a  
comprehensive assessment or end-of-course exams to determine whether  
students have met the state standards in science at the high school  
level.

By December 1, 2009, the SPI must report to the Governor and the Legislature on both the implementation plan and the recommended method for assessing science.

Changes the date that the SPI must present to the SBE recommendations for science curricula from May 15, 2009, to June 15, 2009.

Increases the number of science curriculum recommendations by the SPI from three for high school to not more than three for each of the major high school science courses in a domain.

Changes the date the SBE must provide official comment and recommendations to the SPI regarding the recommended science curricula from June 30, 2009, to "within two months after the presentation" to the SBE.

The Office of the Superintendent of Public Instruction (OSPI) must solicit bids to use computerized adaptive testing methodologies.

Adds an emergency clause because the first date changed is May 15th.

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