
SECOND SUBSTITUTE HOUSE BILL 1519

State of Washington

62nd Legislature

2011 Regular Session

By House Education Appropriations & Oversight (originally sponsored by Representatives Hope, Dunshee, Anderson, Haler, Pettigrew, Fagan, Sells, Johnson, Orwall, Haigh, Kenney, Kelley, and Ormsby)

READ FIRST TIME 02/23/11.

1 AN ACT Relating to school assessments for students with cognitive
2 disabilities; adding a new section to chapter 28A.655 RCW; and creating
3 a new section.

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

5 NEW SECTION. **Sec. 1.** The legislature finds that:

6 (1) One of the difficult issues facing states and school districts
7 throughout the country is the meaningful inclusion of students with
8 significant cognitive challenges in their current state assessment and
9 accountability systems.

10 (2) Assessment and accountability systems provide valuable
11 information to parents and educators, and all students deserve a system
12 that encourages them to meaningfully access and make progress in the
13 general education curriculum. Nevertheless, assessing the academic
14 knowledge and skills of students with unique and significant cognitive
15 disabilities can be challenging concerning the student's access to and
16 progress in the general education curriculum. Furthermore, the
17 development of meaningful assessment portfolios in the current system
18 can be extremely time-consuming for both teachers and students, provide

1 limited information for parents, and include questionable test and
2 measurement practices.

3 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.655
4 RCW to read as follows:

5 The office of the superintendent of public instruction shall
6 continue to actively collaborate with teachers and directors of special
7 education programs in the development and implementation of a process
8 to transition from the current portfolio system of assessment of
9 students with significant cognitive challenges to a performance task-
10 based alternative assessment system based on state standards. Before
11 such time as a new assessment becomes available, and within existing
12 resources, the office of the superintendent of public instruction shall
13 coordinate efforts to: Align academic goals in a student's
14 individualized education program with the current statewide assessment
15 system by identifying detailed statewide alternate achievement
16 benchmarks for use by teachers in the current portfolio system; develop
17 a transparent and reliable scoring process; efficiently use technology;
18 and develop a sensible approval process to shorten the time involved in
19 developing and collecting current assessment data for students with
20 significant cognitive disabilities.

--- END ---