

# SENATE BILL REPORT

## SB 5229

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As Reported by Senate Committee On:  
Early Learning & K-12 Education, February 5, 2015

**Title:** An act relating to technology literacy.

**Brief Description:** Addressing technology literacy.

**Sponsors:** Senators Litzow and McAuliffe; by request of Superintendent of Public Instruction.

**Brief History:**

**Committee Activity:** Early Learning & K-12 Education: 1/20/15, 2/05/15 [DP-WM].

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### SENATE COMMITTEE ON EARLY LEARNING & K-12 EDUCATION

**Majority Report:** Do pass and be referred to Committee on Ways & Means.

Signed by Senators Litzow, Chair; Dammeier, Vice Chair; McAuliffe, Ranking Member; Fain, Mullet, Rivers and Rolfes.

**Staff:** Matthew Lemon (786-7405)

**Background:** In 2007 the Office of Superintendent of Public Instruction (OSPI) was directed by the Legislature to develop by December 2008, essential academic learning requirements (EALRs) and grade-level expectations for education technology literacy and fluency.

Additionally OSPI was directed to obtain or develop education technology assessments that could be administered in elementary, middle, and high school grades to assess student progress on the EALR for technology. At the beginning of the 2010-11 school year, OSPI made these EdTech assessments available to districts for use on a voluntary basis.

**Summary of Bill:** Beginning in the 2015-16 school year, districts must require elementary, middle, and high school students to demonstrate technology literacy and fluency through either the education technology assessment developed by OSPI, a culminating project, or another substantively equivalent method. Districts must annually submit verification to OSPI that the assessment was administered in the district, or that alternative approaches were offered. OSPI must report annually to the Legislature the number of school districts that use education technology assessments each school year through 2017-18.

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*This analysis was prepared by non-partisan legislative staff for the use of legislative members in their deliberations. This analysis is not a part of the legislation nor does it constitute a statement of legislative intent.*

**Appropriation:** None.

**Fiscal Note:** Available.

**Committee/Commission/Task Force Created:** No.

**Effective Date:** Ninety days after adjournment of session in which bill is passed.

**Staff Summary of Public Testimony:** PRO: OSPI feels that all students need to be technologically fluent to succeed in the modern work environment. Currently the EdTech assessments are voluntary for districts to administer. Making those assessments mandatory would make them a more effective tool to measure and encourage technological literacy and fluency.

CON: The large number of student assessments currently being administered cuts too much learning time out of the students' school day. Many districts do not have the equipment or support framework to administer the EdTech assessments. The Legislature should wait until additional investments in materials, supplies, and operating costs before requiring a new assessment.

OTHER: Districts have spent a lot of money recently to administer new assessments such as the Smarter Balanced assessment. This bill may be more timely when the technological investments necessary to offer the Smarter Balanced tests have been made in all districts.

**Persons Testifying:** PRO: Chris Vance, OSPI.

CON: Lucinda Young, WA Education Assn.

OTHER: Jerry Bender, Assn. of WA School Principals.