

---

**SUBSTITUTE HOUSE BILL 1492**

---

**State of Washington                      64th Legislature                      2015 Regular Session**

**By** House Education (originally sponsored by Representatives Magendanz, Walkinshaw, Reykdal, and Bergquist; by request of Superintendent of Public Instruction)

READ FIRST TIME 02/20/15.

1            AN ACT Relating to technology literacy; and amending RCW  
2 28A.655.075.

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

4            **Sec. 1.** RCW 28A.655.075 and 2007 c 396 s 16 are each amended to  
5 read as follows:

6            (1) Within funds specifically appropriated therefor, by December  
7 1, 2008, the superintendent of public instruction shall develop  
8 essential academic learning requirements and grade level expectations  
9 for educational technology literacy and technology fluency that  
10 identify the knowledge and skills that all public school students  
11 need to know and be able to do in the areas of technology and  
12 technology literacy. The development process shall include a review  
13 of current standards that have been developed or are used by other  
14 states and national and international technology associations. To the  
15 maximum extent possible, the superintendent shall integrate goal four  
16 and the knowledge and skill areas in the other goals in the  
17 technology essential academic learning requirements.

18            (a) As used in this section, "technology literacy" means the  
19 ability to responsibly, creatively, and effectively use appropriate  
20 technology to communicate; access, collect, manage, integrate, and  
21 evaluate information; solve problems and create solutions; build and

1 share knowledge; and improve and enhance learning in all subject  
2 areas and experiences.

3 (b) Technology fluency builds upon technology literacy and is  
4 demonstrated when students: Apply technology to real-world  
5 experiences; adapt to changing technologies; modify current and  
6 create new technologies; and personalize technology to meet personal  
7 needs, interests, and learning styles.

8 (2)~~((a))~~ Within funds specifically appropriated therefor, the  
9 superintendent shall obtain or develop education technology  
10 assessments that may be administered in the elementary, middle, and  
11 high school grades to assess the essential academic learning  
12 requirements for technology. The assessments shall be designed to be  
13 classroom or project-based so that they can be embedded in classroom  
14 instruction and be administered and scored by school staff throughout  
15 the regular school year using consistent scoring criteria and  
16 procedures. By the 2010-11 school year, these assessments shall be  
17 made available to school districts for the districts' ~~((voluntary))~~  
18 use. ~~((If a school district uses the assessments created under this  
19 section, then the school district shall notify the superintendent of  
20 public instruction of the use. The superintendent shall report  
21 annually to the legislature on the number of school districts that  
22 use the assessments each school year.~~

23 ~~(b) Beginning December 1, 2010, and annually thereafter, the  
24 superintendent of public instruction shall provide a report to the  
25 relevant legislative committees regarding the use of the  
26 assessments.)~~

27 (3) Beginning with the 2016-17 school year, all school districts  
28 are required to annually report to the office of the superintendent  
29 of public instruction verification that state technology literacy and  
30 technology fluency standards are being demonstrated by students at  
31 elementary, middle, and high school levels. Verification may be  
32 accomplished through any evidence-based method, including assessments  
33 developed by the superintendent, used by the district that  
34 demonstrate at least the following:

35 (a) For grades kindergarten through five:

36 (i) Student understanding of responsible and safe use of the  
37 internet; and

38 (ii) Student use of digital research tools to meet learning  
39 objectives.

40 (b) For grades six through eight:

1       (i) Student collaboration using digital tools to meet learning  
2 goals; and  
3       (ii) Student understanding of cyberbullying and online identity.  
4       (c) For grades nine through twelve:  
5       (i) Student use of online systems to organize learning and work;  
6 and  
7       (ii) Student use of a variety of digital tools and resources to  
8 enhance learning in all subject areas.  
9       (4) The office of the superintendent of public instruction must  
10 conduct a survey of school districts to evaluate access to technology  
11 for all students and barriers within each school and school district  
12 that impede the ability to help students meet state technology  
13 literacy and technology fluency goals.

--- END ---