
SENATE BILL 5202

State of Washington

65th Legislature

2017 Regular Session

By Senators Baumgartner, Billig, Hunt, Lias, Sheldon, Rossi, Ericksen, and Honeyford

Read first time 01/16/17. Referred to Committee on Early Learning & K-12 Education.

1 AN ACT Relating to authorizing nationally recognized college
2 assessments for high school assessment purposes; amending RCW
3 28A.305.130, 28A.655.061, and 28A.655.070; and creating a new
4 section.

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

6 NEW SECTION. **Sec. 1.** The legislature finds that most colleges
7 and universities require high school students to take a nationally
8 recognized college readiness assessment, such as the SAT or ACT for
9 college admission, college placement, and to advise students about
10 course selection.

11 The legislature further finds that the federal every student
12 succeeds act requires every state to assess students' academic skills
13 by administering annual assessments in English language arts,
14 mathematics, and science at the high school level. The legislature
15 also finds that the federal act permits local school districts to use
16 a nationally recognized college readiness assessment to meet federal
17 testing requirements at the high school level, if it has been
18 approved by the state's educational agency. The legislature
19 acknowledges that under the federal act, before approving a
20 nationally recognized college readiness assessment to measure high
21 school student academic achievement for federal purposes, the state

1 educational agency must submit specified evidence for federal peer
2 review and approval by the federal department of education.

3 The legislature recognizes that in addition to using the
4 statewide high school assessments to meet federal requirements, state
5 law requires that high school students meet the state proficiency
6 standard on the high school assessments in English language arts,
7 mathematics, and science to graduate from high school.

8 The legislature intends to reduce the amount of time spent on
9 statewide standardized testing of public high school students by
10 authorizing nationally recognized college readiness assessments to be
11 used by local school districts in place of the statewide administered
12 high school assessments for both high school graduation and federal
13 accountability purposes beginning with the 2018-19 school year.

14 **Sec. 2.** RCW 28A.305.130 and 2013 2nd sp.s. c 22 s 7 are each
15 amended to read as follows:

16 The purpose of the state board of education is to provide
17 advocacy and strategic oversight of public education; implement a
18 standards-based accountability framework that creates a unified
19 system of increasing levels of support for schools in order to
20 improve student academic achievement; provide leadership in the
21 creation of a system that personalizes education for each student and
22 respects diverse cultures, abilities, and learning styles; and
23 promote achievement of the goals of RCW 28A.150.210. In addition to
24 any other powers and duties as provided by law, the state board of
25 education shall:

26 (1) Hold regularly scheduled meetings at such time and place
27 within the state as the board shall determine and may hold such
28 special meetings as may be deemed necessary for the transaction of
29 public business;

30 (2) Form committees as necessary to effectively and efficiently
31 conduct the work of the board;

32 (3) Seek advice from the public and interested parties regarding
33 the work of the board;

34 (4) For purposes of statewide accountability:

35 (a) Adopt and revise performance improvement goals in reading,
36 writing, science, and mathematics, by subject and grade level, once
37 assessments in these subjects are required statewide; academic and
38 technical skills, as appropriate, in secondary career and technical
39 education programs; and student attendance, as the board deems

1 appropriate to improve student learning. The goals shall be
2 consistent with student privacy protection provisions of RCW
3 28A.655.090(7) and shall not conflict with requirements contained in
4 Title I of the federal elementary and secondary education act of
5 1965, or the requirements of the Carl D. Perkins vocational education
6 act of 1998, each as amended. The goals may be established for all
7 students, economically disadvantaged students, limited English
8 proficient students, students with disabilities, and students from
9 disproportionately academically underachieving racial and ethnic
10 backgrounds. The board may establish school and school district goals
11 addressing high school graduation rates and dropout reduction goals
12 for students in grades seven through twelve. The board shall adopt
13 the goals by rule. However, before each goal is implemented, the
14 board shall present the goal to the education committees of the house
15 of representatives and the senate for the committees' review and
16 comment in a time frame that will permit the legislature to take
17 statutory action on the goal if such action is deemed warranted by
18 the legislature;

19 (b)(i) Identify the scores students must achieve in order to meet
20 the standard on the statewide student assessment and, for high school
21 students, to obtain a certificate of academic achievement. The board
22 shall also determine student scores that identify levels of student
23 performance below and beyond the standard. The board shall consider
24 the incorporation of the standard error of measurement into the
25 decision regarding the award of the certificates. The board shall set
26 such performance standards and levels as defined in RCW 28A.655.010
27 in consultation with the superintendent of public instruction and
28 after consideration of any recommendations that may be developed by
29 any advisory committees that may be established for this purpose.

30 ~~(ii) ((By the end of the 2014-15 school year, establish the~~
31 ~~scores students must achieve to meet the standard and earn a~~
32 ~~certificate of academic achievement on the tenth grade English~~
33 ~~language arts assessment and the end of course mathematics~~
34 ~~assessments developed in accordance with RCW 28A.655.070 to be used~~
35 ~~as the state transitions to high school assessments developed with a~~
36 ~~multistate consortium.~~

37 ~~(iii) By the end of the 2014-15 school year, establish the scores~~
38 ~~students must achieve to meet the standard and earn a certificate of~~
39 ~~academic achievement on the high school English language arts~~
40 ~~assessment and the comprehensive mathematics assessment developed~~

1 ~~with a multistate consortium in accordance with RCW 28A.655.070. To~~
2 ~~determine the appropriate score, the state board shall review the~~
3 ~~transition experience of Washington students to the consortium-~~
4 ~~developed assessments, examine the student scores used in other~~
5 ~~states that are administering the consortium-developed assessments,~~
6 ~~and review the scores in other states that require passage of an~~
7 ~~eleventh grade assessment as a high school graduation requirement.~~
8 ~~The scores established by the state board of education for the~~
9 ~~purposes of earning a certificate of academic achievement and~~
10 ~~graduation from high school may be different from the scores used for~~
11 ~~the purpose of determining a student's career and college readiness.~~

12 (iv)) Before the 2019 administration of the statewide high
13 school level assessments in English language arts, mathematics, and
14 science, if the superintendent of public instruction receives
15 approval from the federal department of education to allow school
16 districts to use one or more of the nationally recognized college
17 readiness assessments instead of the statewide administered high
18 school assessment, the state board shall establish the scores that
19 high school students must achieve to meet the state standard in
20 English language arts, mathematics, and science on any approved
21 nationally recognized college readiness assessment beginning in the
22 2018-19 school year.

23 (iii) The legislature shall be advised of the initial performance
24 standards for the high school ((statewide)) student assessments used
25 to determine whether the student has met the state standards in the
26 content areas required under RCW 28A.655.061 to earn a certificate of
27 academic achievement. Any changes recommended by the board in the
28 performance standards for the high school assessment shall be
29 presented to the education committees of the house of representatives
30 and the senate by November 30th of the school year in which the
31 changes will take place to permit the legislature to take statutory
32 action before the changes are implemented if such action is deemed
33 warranted by the legislature. The legislature shall be advised of the
34 initial performance standards and any changes made to the elementary
35 level performance standards and the middle school level performance
36 standards. The board must provide an explanation of and rationale for
37 all initial performance standards and any changes, for all grade
38 levels of the statewide student assessment. If the board changes the
39 performance standards for any grade level or subject, the
40 superintendent of public instruction must recalculate the results

1 from the previous ten years of administering that assessment
2 regarding students below, meeting, and beyond the state standard, to
3 the extent that this data is available, and post a comparison of the
4 original and recalculated results on the superintendent's web site;

5 (c) Annually review the assessment reporting system to ensure
6 fairness, accuracy, timeliness, and equity of opportunity, especially
7 with regard to schools with special circumstances and unique
8 populations of students, and a recommendation to the superintendent
9 of public instruction of any improvements needed to the system; and

10 (d) Include in the biennial report required under RCW
11 28A.305.035, information on the progress that has been made in
12 achieving goals adopted by the board;

13 (5) Accredite, subject to such accreditation standards and
14 procedures as may be established by the state board of education, all
15 private schools that apply for accreditation, and approve, subject to
16 the provisions of RCW 28A.195.010, private schools carrying out a
17 program for any or all of the grades kindergarten through twelve.
18 However, no private school may be approved that operates a
19 kindergarten program only and no private school shall be placed upon
20 the list of accredited schools so long as secret societies are
21 knowingly allowed to exist among its students by school officials;

22 (6) Articulate with the institutions of higher education,
23 workforce representatives, and early learning policymakers and
24 providers to coordinate and unify the work of the public school
25 system;

26 (7) Hire an executive director and an administrative assistant to
27 reside in the office of the superintendent of public instruction for
28 administrative purposes. Any other personnel of the board shall be
29 appointed as provided by RCW 28A.300.020. The board may delegate to
30 the executive director by resolution such duties as deemed necessary
31 to efficiently carry on the business of the board including, but not
32 limited to, the authority to employ necessary personnel and the
33 authority to enter into, amend, and terminate contracts on behalf of
34 the board. The executive director, administrative assistant, and all
35 but one of the other personnel of the board are exempt from civil
36 service, together with other staff as now or hereafter designated as
37 exempt in accordance with chapter 41.06 RCW; and

38 (8) Adopt a seal that shall be kept in the office of the
39 superintendent of public instruction.

1 **Sec. 3.** RCW 28A.655.061 and 2015 3rd sp.s. c 42 s 2 are each
2 amended to read as follows:

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

13 (2) Subject to the conditions in this section, a certificate of
14 academic achievement shall be obtained and is evidence that the
15 students have successfully met the state standard in the content
16 areas included in the certificate. With the exception of students
17 satisfying the provisions of RCW 28A.155.045 (~~or 28A.655.061~~),
18 acquisition of the certificate is required for graduation from a
19 public high school but is not the only requirement for graduation.

20 (3)(a) Beginning with the graduating class of 2008 through the
21 graduating class of 2015, with the exception of students satisfying
22 the provisions of RCW 28A.155.045, a student who meets the state
23 standards on the reading, writing, and mathematics high school
24 statewide student assessment shall earn a certificate of academic
25 achievement. The mathematics assessment shall be the end-of-course
26 assessment for the first year of high school mathematics that
27 assesses the standards common to algebra I and integrated mathematics
28 I or the end-of-course assessment for the second year of high school
29 mathematics that assesses standards common to geometry and integrated
30 mathematics II.

31 (b) As the state transitions from reading and writing assessments
32 to an English language arts assessment and from end-of-course
33 assessments to a comprehensive assessment for high school
34 mathematics, a student in a graduating class of 2016 through 2018
35 shall earn a certificate of academic achievement if the student meets
36 the state standard as follows:

37 (i) Students in the graduating class of 2016 may use the results
38 from:

39 (A) The reading and writing assessment or the English language
40 arts assessment developed with the multistate consortium; and

1 (B) The end-of-course assessment for the first year of high
2 school mathematics, the end-of-course assessment for the second year
3 of high school mathematics, or the comprehensive mathematics
4 assessment developed with the multistate consortium.

5 (ii) Students in the graduating classes of 2017 and 2018 may use
6 the results from:

7 (A) The tenth grade English language arts assessment developed by
8 the superintendent of public instruction using resources from the
9 multistate consortium or the English language arts assessment
10 developed with the multistate consortium; and

11 (B) The end-of-course assessment for the first year of high
12 school mathematics, the end-of-course assessment for the second year
13 of high school mathematics, or the comprehensive mathematics
14 assessment developed with the multistate consortium.

15 (c) Beginning with the graduating class of 2019, a student
16 (~~who~~) must earn a certificate of academic achievement if the
17 student meets the state standard(~~s~~) on the following assessments:

18 (i) The high school English language arts assessment developed
19 with the multistate consortium (~~and~~) or, if approved by the
20 superintendent of public instruction, the relevant portions of a
21 nationally recognized college readiness assessment chosen by the
22 school district;

23 (ii) The comprehensive mathematics assessment developed with the
24 multistate consortium (~~shall earn a certificate of academic~~
25 achievement)) or, if approved by the superintendent of public
26 instruction, the mathematics portion of a nationally recognized
27 college readiness assessment chosen by the school district; and

28 (iii) The statewide administered science assessment under
29 subsection (4) of this section and RCW 28A.655.068 or, if approved by
30 the superintendent of public instruction, the science portion of a
31 nationally recognized college readiness assessment chosen by the
32 school district.

33 (d) If a student does not successfully meet the state standards
34 in one or more content areas required for the certificate of academic
35 achievement, then the student may retake the assessment in the
36 content area at least twice a year at no cost to the student. If the
37 student successfully meets the state standards on a retake of the
38 assessment then the student shall earn a certificate of academic
39 achievement. Once objective alternative assessments are authorized
40 pursuant to subsection (10) of this section, a student may use the

1 objective alternative assessments to demonstrate that the student
2 successfully meets the state standards for that content area if the
3 student has taken the statewide student assessment at least once. If
4 the student successfully meets the state standards on ~~((the))~~ an
5 objective alternative assessment~~((s))~~ then the student shall earn a
6 certificate of academic achievement.

7 (4) Beginning with the graduating class of 2017, a student must
8 meet the state standards in science in addition to the other content
9 areas required under subsection (3) of this section on the statewide
10 student assessment, a retake, or the objective alternative
11 assessments in order to earn a certificate of academic achievement.

12 (5) The state board of education may not require the acquisition
13 of the certificate of academic achievement for students in home-based
14 instruction under chapter 28A.200 RCW, for students enrolled in
15 private schools under chapter 28A.195 RCW, or for students satisfying
16 the provisions of RCW 28A.155.045.

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

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

21 (a) To retake the statewide student assessment at least twice a
22 year in the content areas in which the student did not meet the state
23 standards if the student is enrolled in a public school; or

24 (b) To retake the statewide student assessment at least twice a
25 year in the content areas in which the student did not meet the state
26 standards if the student is enrolled in a high school completion
27 program at a community or technical college. The superintendent of
28 public instruction and the state board for community and technical
29 colleges shall jointly identify means by which students in these
30 programs can be assessed.

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

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

37 (10)(a) The office of the superintendent of public instruction
38 shall develop options for implementing objective alternative
39 assessments, which may include an appeals process for students'
40 scores, for students to demonstrate achievement of the state academic

1 standards. The objective alternative assessments shall be comparable
2 in rigor to the skills and knowledge that the student must
3 demonstrate on the statewide student assessment and be objective in
4 its determination of student achievement of the state standards.
5 Before any objective alternative assessments in addition to those
6 authorized in RCW 28A.655.065 or (b) of this subsection are used by a
7 student to demonstrate that the student has met the state standards
8 in a content area required to obtain a certificate, the legislature
9 shall formally approve the use of any objective alternative
10 assessments through the omnibus appropriations act or by statute or
11 concurrent resolution.

12 (b)(i) A student's score on the mathematics, reading or English,
13 or writing portion of the SAT or the ACT may be used as an objective
14 alternative assessment under this section for demonstrating that a
15 student has met or exceeded the state standards for the certificate
16 of academic achievement. The state board of education shall identify
17 the scores students must achieve on the relevant portion of the SAT
18 or ACT to meet or exceed the state standard in the relevant content
19 area on the statewide student assessment. A student's score on the
20 science portion of the ACT or the science subject area tests of the
21 SAT may be used as an objective alternative assessment under this
22 section as soon as the state board of education determines that
23 sufficient data is available to identify reliable equivalent scores
24 for the science content area of the statewide student assessment.
25 After the first scores are established, the state board may increase
26 but not decrease the scores required for students to meet or exceed
27 the state standards.

28 (ii) A student who scores at least a three on the grading scale
29 of one to five for selected AP examinations may use the score as an
30 objective alternative assessment under this section for demonstrating
31 that a student has met or exceeded state standards for the
32 certificate of academic achievement. A score of three on the AP
33 examinations in calculus or statistics may be used as an alternative
34 assessment for the mathematics portion of the statewide student
35 assessment. A score of three on the AP examinations in English
36 language and composition may be used as an alternative assessment for
37 the writing portion of the statewide student assessment; and for the
38 English language arts portion of the assessment developed with the
39 multistate consortium, once established in the 2014-15 school year. A
40 score of three on the AP examinations in English literature and

1 composition, macroeconomics, microeconomics, psychology, United
2 States history, world history, United States government and politics,
3 or comparative government and politics may be used as an alternative
4 assessment for the reading portion of the statewide student
5 assessment; and for the English language arts portion of the
6 assessment developed with the multistate consortium, once established
7 in the 2014-15 school year. A score of three on the AP examination in
8 biology, physics, chemistry, or environmental science may be used as
9 an alternative assessment for the science portion of the statewide
10 student assessment.

11 (iii) A student who scores at least a four on selected externally
12 administered international baccalaureate (IB) examinations may use
13 the score as an objective alternative assessment under this section
14 for demonstrating that the student has met or exceeded state
15 standards for the certificate of academic achievement. A score of
16 four on the higher level IB examinations for any of the IB English
17 language and literature courses or for any of the IB individuals and
18 societies courses may be used as an alternative assessment for the
19 reading, writing, or English language arts portions of the statewide
20 student assessment. A score of four on the higher level IB
21 examinations for any of the IB mathematics courses may be used as an
22 alternative assessment for the mathematics portion of the statewide
23 student assessment. A score of four on the higher level IB
24 examinations for IB biology, chemistry, or physics may be used as an
25 alternative assessment for the science portion of the statewide
26 student assessment.

27 (11) To help assure continued progress in academic achievement as
28 a foundation for high school graduation and to assure that students
29 are on track for high school graduation, each school district shall
30 prepare plans for and notify students and their parents or legal
31 guardians as provided in this subsection. Student learning plans are
32 required for eighth grade students who were not successful on any or
33 all of the content areas of the state assessment during the previous
34 school year or who may not be on track to graduate due to credit
35 deficiencies or absences. The parent or legal guardian shall be
36 notified about the information in the student learning plan,
37 preferably through a parent conference and at least annually. To the
38 extent feasible, schools serving English language learner students
39 and their parents shall translate the plan into the primary language

1 of the family. The plan shall include the following information as
2 applicable:

3 (a) The student's results on the state assessment;

4 (b) If the student is in the transitional bilingual program, the
5 score on his or her Washington language proficiency test II;

6 (c) Any credit deficiencies;

7 (d) The student's attendance rates over the previous two years;

8 (e) The student's progress toward meeting state and local
9 graduation requirements;

10 (f) The courses, competencies, and other steps needed to be taken
11 by the student to meet state academic standards and stay on track for
12 graduation;

13 (g) Remediation strategies and alternative education options
14 available to students, including informing students of the option to
15 continue to receive instructional services after grade twelve or
16 until the age of twenty-one;

17 (h) The alternative assessment options available to students
18 under this section and RCW 28A.655.065;

19 (i) School district programs, high school courses, and career and
20 technical education options available for students to meet graduation
21 requirements; and

22 (j) Available programs offered through skill centers or community
23 and technical colleges, including the college high school diploma
24 options under RCW 28B.50.535.

25 **Sec. 4.** RCW 28A.655.070 and 2015 c 211 s 3 are each amended to
26 read as follows:

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

34 (2) The superintendent of public instruction shall:

35 (a) Periodically revise the essential academic learning
36 requirements, as needed, based on the student learning goals in RCW
37 28A.150.210. Goals one and two shall be considered primary. To the
38 maximum extent possible, the superintendent shall integrate goal four

1 and the knowledge and skill areas in the other goals in the essential
2 academic learning requirements; and

3 (b) Review and prioritize the essential academic learning
4 requirements and identify, with clear and concise descriptions, the
5 grade level content expectations to be assessed on the statewide
6 student assessment and used for state or federal accountability
7 purposes. The review, prioritization, and identification shall result
8 in more focus and targeting with an emphasis on depth over breadth in
9 the number of grade level content expectations assessed at each grade
10 level. Grade level content expectations shall be articulated over the
11 grades as a sequence of expectations and performances that are
12 logical, build with increasing depth after foundational knowledge and
13 skills are acquired, and reflect, where appropriate, the sequential
14 nature of the discipline. The office of the superintendent of public
15 instruction, within seven working days, shall post on its web site
16 any grade level content expectations provided to an assessment vendor
17 for use in constructing the statewide student assessment.

18 (3)(a) In consultation with the state board of education, the
19 superintendent of public instruction shall maintain and continue to
20 develop and revise a statewide academic assessment system in the
21 content areas of reading, writing, mathematics, and science for use
22 in the elementary, middle, and high school years designed to
23 determine (~~(if each student has mastered)~~) the level of proficiency
24 of a student's understanding of the essential academic learning
25 requirements identified in subsection (1) of this section. School
26 districts shall administer the assessments under guidelines adopted
27 by the superintendent of public instruction. The academic assessment
28 system may include a variety of assessment methods, including
29 criterion-referenced and performance-based measures.

30 (~~(b) ((Effective with the 2009 administration of the Washington~~
31 ~~assessment of student learning and continuing with the statewide~~
32 ~~student assessment, the superintendent shall redesign the assessment~~
33 ~~in the content areas of reading, mathematics, and science in all~~
34 ~~grades except high school by shortening test administration and~~
35 ~~reducing the number of short answer and extended response questions.~~

36 (~~(e))~~) By the 2014-15 school year, the superintendent of public
37 instruction, in consultation with the state board of education, shall
38 modify the statewide student assessment system to transition to
39 assessments developed with a multistate consortium, as provided in
40 this subsection:

1 (i) The assessments developed with a multistate consortium to
2 assess student proficiency in English language arts and mathematics
3 shall be administered beginning in the 2014-15 school year. The
4 reading and writing assessments shall not be administered by the
5 superintendent of public instruction or schools after the 2013-14
6 school year.

7 (ii) The high school assessments in English language arts and
8 mathematics in ~~((e))~~ (b)(i) of this subsection shall be used for
9 the purposes of earning a certificate of academic achievement for
10 high school graduation under the timeline established in RCW
11 28A.655.061 and for assessing student career and college readiness.

12 (iii) During the transition period specified in RCW 28A.655.061,
13 the superintendent of public instruction shall use test items and
14 other resources from the consortium assessment to develop and
15 administer a tenth grade high school English language arts
16 assessment, an end-of-course mathematics assessment to assess the
17 standards common to algebra I and integrated mathematics I, and an
18 end-of-course mathematics assessment to assess the standards common
19 to geometry and integrated mathematics II.

20 (4)(a) Before the 2019 administration of the high school level
21 assessments in English language arts, mathematics, and science, the
22 superintendent of public instruction shall review the nationally
23 recognized college readiness assessments that under federal law may
24 be used by school districts, if approved by the superintendent, as
25 the high school academic student assessment to meet the federal
26 testing requirements. The superintendent shall take the necessary
27 actions to submit evidence for federal peer review to demonstrate how
28 the nationally recognized high school academic assessment is aligned
29 to and addresses the depth and breadth of state standards; is
30 equivalent in its content coverage, difficulty, and quality to the
31 statewide assessments developed by the multistate consortium;
32 provides comparable, valid, and reliable academic achievement data
33 for all high school students and for each subgroup, as compared to
34 the statewide assessments developed by the multistate consortium;
35 expresses achievement results in terms consistent with the state's
36 achievement standards; meets the federal requirements for
37 assessments, including technical criteria, except the requirement
38 that all students in the state take the same assessment; and provides
39 unbiased, rational, and consistent differentiation between and among
40 schools in the state.

1 (b) If the superintendent of public instruction receives approval
2 from the federal department of education to allow school districts to
3 use one or more of the nationally recognized college readiness
4 assessments instead of the statewide administered high school
5 assessments, the superintendent shall establish a process for school
6 districts to get approval to use an approved nationally recognized
7 college readiness assessment instead of the statewide assessment to
8 determine if a student has met the state standard in English language
9 arts, mathematics, and science beginning in the 2018-19 school year.

10 (5) If the superintendent proposes any modification to the
11 essential academic learning requirements or the statewide
12 assessments, then the superintendent shall, upon request, provide
13 opportunities for the education committees of the house of
14 representatives and the senate to review the assessments and proposed
15 modifications to the essential academic learning requirements before
16 the modifications are adopted.

17 ~~((+5))~~ (6) The assessment system shall be designed so that the
18 results under the assessment system are used by educators as tools to
19 evaluate instructional practices, and to initiate appropriate
20 educational support for students who have not ~~((mastered))~~ met the
21 state standard established for the essential academic learning
22 requirements at the appropriate periods in the student's educational
23 development.

24 ~~((+6))~~ (7) By September 2007, the results for reading and
25 mathematics shall be reported in a format that will allow parents and
26 teachers to determine the academic gain a student has acquired in
27 those content areas from one school year to the next.

28 ~~((+7))~~ (8) To assist parents and teachers in their efforts to
29 provide educational support to individual students, the
30 superintendent of public instruction shall provide as much individual
31 student performance information as possible within the constraints of
32 the assessment system's item bank. The superintendent shall also
33 provide to school districts:

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

37 (b) A collection of diagnostic tools that educators may use to
38 evaluate the academic status of individual students. The tools shall
39 be designed to be inexpensive, easily administered, and quickly and

1 easily scored, with results provided in a format that may be easily
2 shared with parents and students.

3 ~~((+8))~~ (9) To the maximum extent possible, the superintendent
4 shall integrate knowledge and skill areas in development of the
5 assessments.

6 ~~((+9))~~ (10) Assessments for goals three and four of RCW
7 28A.150.210 shall be integrated in the essential academic learning
8 requirements and assessments for goals one and two.

9 ~~((+10))~~ (11) The superintendent shall develop assessments that
10 are directly related to the essential academic learning requirements,
11 and are not biased toward persons with different learning styles,
12 racial or ethnic backgrounds, or on the basis of gender.

13 ~~((+11))~~ (12) The superintendent shall consider methods to
14 address the unique needs of special education students when
15 developing the assessments under this section.

16 ~~((+12))~~ (13) The superintendent shall consider methods to
17 address the unique needs of highly capable students when developing
18 the assessments under this section.

19 ~~((+13))~~ (14) The superintendent shall post on the
20 superintendent's web site lists of resources and model assessments in
21 social studies, the arts, and health and fitness.

22 ~~((+14))~~ (15) The superintendent shall integrate financial
23 education skills and content knowledge into the state learning
24 standards pursuant to RCW 28A.300.460(2)(d).

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