

CERTIFICATION OF ENROLLMENT

SECOND SUBSTITUTE HOUSE BILL 1519

Chapter 75, Laws of 2011

62nd Legislature
2011 Regular Session

K-12 SCHOOLS--STUDENTS WITH COGNITIVE DISABILITIES--ASSESSMENTS

EFFECTIVE DATE: 07/22/11

Passed by the House March 2, 2011
Yeas 97 Nays 0

FRANK CHOPP

Speaker of the House of Representatives

Passed by the Senate April 5, 2011
Yeas 49 Nays 0

BRAD OWEN

President of the Senate

Approved April 14, 2011, 10:49 a.m.

CHRISTINE GREGOIRE

Governor of the State of Washington

CERTIFICATE

I, Barbara Baker, Chief Clerk of the House of Representatives of the State of Washington, do hereby certify that the attached is **SECOND SUBSTITUTE HOUSE BILL 1519** as passed by the House of Representatives and the Senate on the dates hereon set forth.

BARBARA BAKER

Chief Clerk

FILED

April 14, 2011

**Secretary of State
State of Washington**

SECOND SUBSTITUTE HOUSE BILL 1519

Passed Legislature - 2011 Regular Session

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.

Passed by the House March 2, 2011.

Passed by the Senate April 5, 2011.

Approved by the Governor April 14, 2011.

Filed in Office of Secretary of State April 14, 2011.