

CERTIFICATION OF ENROLLMENT
ENGROSSED SUBSTITUTE HOUSE BILL 3166

60th Legislature
2008 Regular Session

Passed by the House March 8, 2008
Yeas 92 Nays 1

Speaker of the House of Representatives

Passed by the Senate March 5, 2008
Yeas 35 Nays 12

President of the Senate

Approved

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 **ENGROSSED SUBSTITUTE HOUSE BILL 3166** as passed by the House of Representatives and the Senate on the dates hereon set forth.

Chief Clerk

FILED

**Secretary of State
State of Washington**

ENGROSSED SUBSTITUTE HOUSE BILL 3166

AS AMENDED BY THE SENATE

Passed Legislature - 2008 Regular Session

State of Washington 60th Legislature 2008 Regular Session

By House Education (originally sponsored by Representatives
Sullivan, Priest, Haler, Santos, and Ormsby)

READ FIRST TIME 02/12/08.

1 AN ACT Relating to the design of the state assessment system and
2 the Washington assessment of student learning; amending RCW
3 28A.655.070; adding a new section to chapter 28A.655 RCW; and creating
4 new sections.

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

6 NEW SECTION. **Sec. 1.** The legislature finds that, according to a
7 recent report from a consultant retained by the state board of
8 education, end-of-course assessments have certain advantages over
9 comprehensive assessments such as the current form of the Washington
10 assessment of student learning, and in most other areas end-of-course
11 assessments are comparable to comprehensive assessments in meeting
12 public policy objectives for a statewide assessment system. The
13 legislature further finds that because the state's assessment contract
14 will be renegotiated before the end of 2008, the 2008 legislature has
15 an opportunity to provide policy direction in the design of the state
16 assessment system and the design of the Washington assessment of
17 student learning.

1 **Sec. 2.** RCW 28A.655.070 and 2007 c 354 s 5 are each amended to
2 read as follows:

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

10 (2) The superintendent of public instruction shall:

11 (a) Periodically revise the essential academic learning
12 requirements, as needed, based on the student learning goals in RCW
13 28A.150.210. Goals one and two shall be considered primary. To the
14 maximum extent possible, the superintendent shall integrate goal four
15 and the knowledge and skill areas in the other goals in the essential
16 academic learning requirements; and

17 (b) Review and prioritize the essential academic learning
18 requirements and identify, with clear and concise descriptions, the
19 grade level content expectations to be assessed on the Washington
20 assessment of student learning and used for state or federal
21 accountability purposes. The review, prioritization, and
22 identification shall result in more focus and targeting with an
23 emphasis on depth over breadth in the number of grade level content
24 expectations assessed at each grade level. Grade level content
25 expectations shall be articulated over the grades as a sequence of
26 expectations and performances that are logical, build with increasing
27 depth after foundational knowledge and skills are acquired, and
28 reflect, where appropriate, the sequential nature of the discipline.
29 The office of the superintendent of public instruction, within seven
30 working days, shall post on its web site any grade level content
31 expectations provided to an assessment vendor for use in constructing
32 the Washington assessment of student learning.

33 (3)(a) In consultation with the state board of education, the
34 superintendent of public instruction shall maintain and continue to
35 develop and revise a statewide academic assessment system in the
36 content areas of reading, writing, mathematics, and science for use in
37 the elementary, middle, and high school years designed to determine if
38 each student has mastered the essential academic learning requirements

1 identified in subsection (1) of this section. School districts shall
2 administer the assessments under guidelines adopted by the
3 superintendent of public instruction. The academic assessment system
4 may include a variety of assessment methods, including criterion-
5 referenced and performance-based measures.

6 (b) Effective with the 2009 administration of the Washington
7 assessment of student learning, the superintendent shall redesign the
8 assessment in the content areas of reading, mathematics, and science in
9 all grades except high school by shortening test administration and
10 reducing the number of short answer and extended response questions.

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

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

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

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

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

35 (b) A collection of diagnostic tools that educators may use to
36 evaluate the academic status of individual students. The tools shall
37 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) To the maximum extent possible, the superintendent shall
4 integrate knowledge and skill areas in development of the assessments.

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

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

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

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

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

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

23 (1) In consultation with the state board of education, the
24 superintendent of public instruction shall develop statewide end-of-
25 course assessments for high school mathematics that measure student
26 achievement of the state mathematics standards. The superintendent
27 shall take steps to ensure that the language of the assessments is
28 responsive to a diverse student population. The superintendent shall
29 develop end-of-course assessments in algebra I, geometry, integrated
30 mathematics I, and integrated mathematics II. The superintendent shall
31 make the algebra I and integrated mathematics I end-of-course
32 assessments available to school districts on an optional basis in the
33 2009-10 school year. The end-of-course assessments in algebra I,
34 geometry, integrated mathematics I, and integrated mathematics II shall
35 be implemented statewide in the 2010-11 school year.

36 (2) For the graduating class of 2013 and for purposes of the
37 certificate of academic achievement under RCW 28A.655.061, results from

1 the algebra I end-of-course assessment plus the geometry end-of-course
2 assessment or results from the integrated mathematics I end-of-course
3 assessment plus the integrated mathematics II end-of-course assessment
4 may be used to demonstrate that a student meets the state standard on
5 the mathematics content area of the high school Washington assessment
6 of student learning.

7 (3) Beginning with the graduating class of 2014 and for purposes
8 of the certificate of academic achievement under RCW 28A.655.061, the
9 mathematics content area of the Washington assessment of student
10 learning shall be assessed using either the algebra I end-of-course
11 assessment plus the geometry end-of-course assessment or the integrated
12 mathematics I end-of-course assessment plus the integrated mathematics
13 II end-of-course assessment. All of the objective alternative
14 assessments available to students under RCW 28A.655.061 and 28A.655.065
15 shall be available to any student who has taken the sequence of end-of-
16 course assessments once but does not meet the state mathematics
17 standard on the sequence of end-of-course assessments.

18 (4) The superintendent of public instruction shall report at least
19 annually or more often if necessary to keep the education committees of
20 the legislature informed on each step of the development and
21 implementation process under this section.

22 NEW SECTION. **Sec. 4.** If specific funding for the purposes of
23 section 3 of this act, referencing section 3 of this act by bill or
24 chapter number and section number, is not provided by June 30, 2008, in
25 the omnibus appropriations act, section 3 of this act is null and void.

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