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**SUBSTITUTE HOUSE BILL 1709**

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**State of Washington                      59th Legislature                      2005 Regular Session**

**By** House Committee on Education (originally sponsored by Representatives Shabro, Talcott, Curtis, DeBolt, Ahern and Tom)

READ FIRST TIME 03/04/05.

1            AN ACT Relating to educational assessments; amending RCW  
2 28A.655.070; adding a new section to chapter 28A.655 RCW; creating a  
3 new section; and providing an effective date.

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

5            NEW SECTION. **Sec. 1.** The legislature finds that assessments  
6 provide teachers, parents, the community, and policymakers with  
7 valuable information that can be used for a variety of purposes.  
8 Assessments that are nationally normed help teachers, parents, and the  
9 community know how well their children are learning in comparison to  
10 other children across the country and in neighboring schools and school  
11 districts. These norm-referenced assessments are well understood by  
12 parents and have been accepted for generations as one of the best ways  
13 to measure the achievement and progress of individual students.  
14 Criterion-referenced assessments, including the Washington assessment  
15 of student learning, provide teachers, parents, and the community with  
16 information on how well students are learning to state standards.  
17 While criterion-referenced assessments provide information on how well  
18 students are learning compared to their local and state peers, they do  
19 not provide information on how well students are learning compared to

1 their peers in neighboring states or across the country. The  
2 legislature finds that, while norm and criterion-referenced assessments  
3 are useful, the most valuable assessments of all are diagnostic  
4 assessments that provide teachers and parents with the information they  
5 need to support and enhance the learning of individual students. The  
6 legislature further finds that the state's assessment system needs to  
7 be designed to give teachers, parents, and the community information in  
8 all those dimensions.

9 Therefore, the legislature intends to ensure that the state's  
10 assessment system is designed to provide information on how well  
11 Washington's students are learning compared to their peers in  
12 neighboring schools and across the state and country. The legislature  
13 further intends that the assessment system include diagnostic  
14 assessments and other instruments that help teachers and parents  
15 discover the specific grade level expectations that students need  
16 additional support to learn.

17 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.655  
18 RCW to read as follows:

19 (1) The legislature finds that assessments that are nationally  
20 normed help teachers, parents, and the community know how well their  
21 students are learning in comparison to other children across the  
22 country and in neighboring schools and school districts. These norm-  
23 referenced assessments are well understood by parents and have been  
24 accepted for generations as one way to measure the achievement and  
25 progress of individual students.

26 (2) School districts may, at their own expense, administer norm-  
27 referenced assessments to students.

28 **Sec. 3.** RCW 28A.655.070 and 2004 c 19 s 204 are each amended to  
29 read as follows:

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

1 (2) The superintendent of public instruction shall:

2 (a) Periodically revise the essential academic learning  
3 requirements, as needed, based on the student learning goals in RCW  
4 28A.150.210. Goals one and two shall be considered primary. To the  
5 maximum extent possible, the superintendent shall integrate goal four  
6 and the knowledge and skill areas in the other goals in the essential  
7 academic learning requirements; and

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

24 (3) In consultation with the academic achievement and  
25 accountability commission, the superintendent of public instruction  
26 shall maintain and continue to develop and revise a statewide academic  
27 assessment system in the content areas of reading, writing,  
28 mathematics, and science for use in the elementary, middle, and high  
29 school years designed to determine if each student has mastered the  
30 essential academic learning requirements identified in subsection (1)  
31 of this section. School districts shall administer the assessments  
32 under guidelines adopted by the superintendent of public instruction.  
33 The academic assessment system shall include a variety of assessment  
34 methods, including criterion-referenced and performance-based measures.  
35 Beginning with the 2006-07 school year, the results of at least one  
36 criterion-referenced assessment in reading and in mathematics for  
37 elementary school, middle school, and high school shall be available in  
38 a format that provides nationally norm-referenced results in addition

1 to other results. The norm-referenced results shall be annually  
2 reported to parents, the community, the office of the superintendent of  
3 public instruction, and the public at the same time and in the same  
4 manner as the criterion-referenced results of the assessment.

5 (4) If the superintendent proposes any modification to the  
6 essential academic learning requirements or the statewide assessments,  
7 then the superintendent shall, upon request, provide opportunities for  
8 the education committees of the house of representatives and the senate  
9 to review the assessments and proposed modifications to the essential  
10 academic learning requirements before the modifications are adopted.

11 (5)(a) The assessment system shall be designed so that the results  
12 under the assessment system are used by educators as tools to evaluate  
13 instructional practices, and to initiate appropriate educational  
14 support for students who have not mastered the essential academic  
15 learning requirements at the appropriate periods in the student's  
16 educational development.

17 (b) Assessments measuring the essential academic learning  
18 requirements in the content area of science shall be available for  
19 mandatory use in middle schools and high schools by the 2003-04 school  
20 year and for mandatory use in elementary schools by the 2004-05 school  
21 year unless the legislature takes action to delay or prevent  
22 implementation of the assessment.

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 (i) Be aligned to the state's grade level expectations;

4 (ii) Be individualized to challenge every student and dynamically  
5 adjust to each student's performance level in order to provide  
6 information that is as accurate as possible and to provide teachers  
7 with information to enhance instruction for each student;

8 (iii) Have the ability to be delivered and scored by computer in  
9 under one hour, providing information to the teacher within forty-eight  
10 hours, and with the fastest possible turnaround time for district and  
11 state reports;

12 (iv) Provide results that allow the measurement of individual  
13 student growth using reliable and stable measurement scales;

14 (v) Be cost-effective; and

15 (vi) Be available for first through twelfth grade beginning no  
16 later than September 1, 2006, subject to available funds.

17 (8) To the maximum extent possible, the superintendent shall  
18 integrate knowledge and skill areas in development of the assessments.

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

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

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

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

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

35 NEW SECTION. Sec. 4. This act takes effect August 1, 2005.

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