
HOUSE BILL 1450

State of Washington

63rd Legislature

2013 Regular Session

By Representatives Hunt and Pollet; by request of Superintendent of Public Instruction

Read first time 01/28/13. Referred to Committee on Education.

1 AN ACT Relating to assessments in public schools; amending RCW
2 28A.655.070, 28A.655.061, 28A.655.066, 28A.655.065, and 28A.655.185;
3 creating new sections; and providing an expiration date.

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

5 NEW SECTION. **Sec. 1.** It is the intent of the legislature to begin
6 administering the college-ready and career-ready assessments that are
7 being developed to measure the common core state standards in the 2014-
8 15 school year, to combine the current reading and writing assessments
9 into English language arts assessments, to reduce the number of
10 different assessments that will be required for students to graduate
11 beginning with the class of 2015, and to decentralize the scoring of
12 the collections of evidence.

13 It is the further intent of the legislature that the tenth grade
14 English language arts assessment and the end of course mathematics and
15 biology assessments be used to assess foundational skills that are
16 needed for graduation. The new college and career readiness
17 assessment, which will be administered at the end of the 11th grade, is
18 intended to demonstrate the level of a student's readiness for first-
19 year college-level course work. It is the intent of the legislature

1 that the results of this assessment be considered when public colleges
2 and universities make decisions pertaining to student admission,
3 scholarships, and course placement and not be required for high school
4 graduation.

5 **Sec. 2.** RCW 28A.655.070 and 2008 c 163 s 2 are each amended to
6 read as follows:

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

14 (2) The superintendent of public instruction shall:

15 (a) Periodically revise the essential academic learning
16 requirements, as needed, based on the student learning goals in RCW
17 28A.150.210. Goals one and two shall be considered primary. To the
18 maximum extent possible, the superintendent shall integrate goal four
19 and the knowledge and skill areas in the other goals in the essential
20 academic learning requirements; and

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

1 (3)(a) In consultation with the state board of education, the
2 superintendent of public instruction shall maintain and continue to
3 develop and revise a statewide academic assessment system in the
4 content areas of ~~((reading, writing))~~ English language arts,
5 mathematics, and science for use in the elementary, middle, and high
6 school years designed to determine if each student has mastered the
7 essential academic learning requirements identified in subsection (1)
8 of this section. School districts shall administer the assessments
9 under guidelines adopted by the superintendent of public instruction.
10 The academic assessment system may include a variety of assessment
11 methods, including criterion-referenced and performance-based measures.

12 (b) Effective with the 2009 administration of the ~~((Washington))~~
13 statewide student assessment ~~((of student learning))~~, the
14 superintendent shall redesign the assessment in the content areas of
15 reading, mathematics, and science in all grades except high school by
16 shortening test administration and reducing the number of short answer
17 and extended response questions.

18 (4) If the superintendent proposes any modification to the
19 essential academic learning requirements or the statewide assessments,
20 then the superintendent shall, upon request, provide opportunities for
21 the education committees of the house of representatives and the senate
22 to review the assessments and proposed modifications to the essential
23 academic learning requirements before the modifications are adopted.

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

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

34 (7) To assist parents and teachers in their efforts to provide
35 educational support to individual students, the superintendent of
36 public instruction shall provide as much individual student performance
37 information as possible within the constraints of the assessment

1 system's item bank. The superintendent shall also provide to school
2 districts:

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

5 (b) A collection of diagnostic tools that educators may use to
6 evaluate the academic status of individual students. The tools shall
7 be designed to be inexpensive, easily administered, and quickly and
8 easily scored, with results provided in a format that may be easily
9 shared with parents and students.

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

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

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

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

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

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

28 **Sec. 3.** RCW 28A.655.061 and 2011 1st sp.s. c 22 s 2 are each
29 amended to read as follows:

30 (1) The high school assessment system shall include but need not be
31 limited to the statewide student assessment, opportunities for a
32 student to retake the content areas of the assessment in which the
33 student was not successful, and, if approved by the legislature
34 pursuant to subsection (10) of this section, one or more objective
35 alternative assessments for a student to demonstrate achievement of
36 state academic standards. The objective alternative assessments for

1 each content area shall be comparable in rigor to the skills and
2 knowledge that the student must demonstrate on the statewide student
3 assessment for each content area.

4 (2) Subject to the conditions in this section, a certificate of
5 academic achievement shall be obtained by most students at about the
6 age of sixteen, and is evidence that the students have successfully met
7 the state standard in the content areas included in the certificate.
8 With the exception of students satisfying the provisions of RCW
9 28A.155.045 or 28A.655.0611, acquisition of the certificate is required
10 for graduation from a public high school but is not the only
11 requirement for graduation.

12 (3) Beginning with the graduating class of 2008, with the exception
13 of students satisfying the provisions of RCW 28A.155.045, a student who
14 meets the state standards on the reading, writing, and mathematics
15 content areas of the high school statewide student assessment shall
16 earn a certificate of academic achievement. If a student does not
17 successfully meet the state standards in one or more content areas
18 required for the certificate of academic achievement, then the student
19 may retake the assessment in the content area up to four times at no
20 cost to the student. If the student successfully meets the state
21 standards on a retake of the assessment then the student shall earn a
22 certificate of academic achievement. Once objective alternative
23 assessments are authorized pursuant to subsection (10) of this section,
24 a student may use the objective alternative assessments to demonstrate
25 that the student successfully meets the state standards for that
26 content area if the student has taken the statewide student assessment
27 at least once. If the student successfully meets the state standards
28 on the objective alternative assessments then the student shall earn a
29 certificate of academic achievement.

30 (4)(a) Beginning with the graduating class of 2015, a student must
31 meet the state standards in English language arts, mathematics, and
32 science ((in addition to the other)) instead of the content areas
33 required under subsection (3) of this section on the statewide student
34 assessment or the objective alternative assessments in order to earn a
35 certificate of academic achievement.

36 (b) The English language arts requirement may be met by meeting
37 standard on the high school reading and writing assessments offered
38 through the 2013-14 school year, or a comprehensive English language

1 arts exit exam offered in the 2014-15 school year and beyond, or a
2 comprehensive English language arts college-readiness and career-
3 readiness exam offered in the 2014-15 school year and beyond, as well
4 as by the related alternative assessments.

5 (c) The mathematics requirement may be met by meeting standard on
6 the algebra 1 or integrated I end-of-course exams, the geometry or
7 integrated II end-of-course exams offered through the 2012-13 school
8 year or a comprehensive mathematics college-readiness and career-
9 readiness exam offered in the 2014-15 school year and beyond, as well
10 as by the related alternative assessments.

11 (d) The science requirement may be met by the biology end-of-course
12 exam, as well as by the related alternative assessments.

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

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

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

22 (a) To retake the statewide student assessment up to four times in
23 the content areas in which the student did not meet the state standards
24 if the student is enrolled in a public school; or

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

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

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

1 (10)(a) The office of the superintendent of public instruction
2 shall develop options for implementing objective alternative
3 assessments, which may include an appeals process for students' scores,
4 for students to demonstrate achievement of the state academic
5 standards. The objective alternative assessments shall be comparable
6 in rigor to the skills and knowledge that the student must demonstrate
7 on the statewide student assessment and be objective in its
8 determination of student achievement of the state standards. Before
9 any objective alternative assessments in addition to those authorized
10 in RCW 28A.655.065 or (b) of this subsection are used by a student to
11 demonstrate that the student has met the state standards in a content
12 area required to obtain a certificate, the legislature shall formally
13 approve the use of any objective alternative assessments through the
14 omnibus appropriations act or by statute or concurrent resolution.

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

30 (ii) A student who scores at least a three on the grading scale of
31 one to five for selected AP examinations may use the score as an
32 objective alternative assessment under this section for demonstrating
33 that a student has met or exceeded state standards for the certificate
34 of academic achievement. A score of three on the AP examinations in
35 calculus or statistics may be used as an alternative assessment for the
36 mathematics portion of the statewide student assessment. A score of
37 three on the AP examinations in English language and composition may be
38 used as an alternative assessment for the writing portion of the

1 statewide student assessment or the English language arts assessment
2 once established for the class of 2015. A score of three on the AP
3 examinations in English literature and composition, macroeconomics,
4 microeconomics, psychology, United States history, world history,
5 United States government and politics, or comparative government and
6 politics may be used as an alternative assessment for the reading
7 portion of the statewide student assessment or the English language
8 arts assessment once established for the class of 2015. A score of
9 three on the AP examination in biology, physics, chemistry, or
10 environmental science may be used as an alternative assessment for the
11 science portion of the statewide student assessment.

12 (11) By December 15, 2004, the house of representatives and senate
13 education committees shall obtain information and conclusions from
14 recognized, independent, national assessment experts regarding the
15 validity and reliability of the high school Washington assessment of
16 student learning for making individual student high school graduation
17 determinations.

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

- 32 (a) The student's results on the state assessment;
- 33 (b) If the student is in the transitional bilingual program, the
34 score on his or her Washington language proficiency test II;
- 35 (c) Any credit deficiencies;
- 36 (d) The student's attendance rates over the previous two years;
- 37 (e) The student's progress toward meeting state and local
38 graduation requirements;

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

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

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

10 (i) School district programs, high school courses, and career and
11 technical education options available for students to meet graduation
12 requirements; and

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

16 **Sec. 4.** RCW 28A.655.066 and 2011 c 25 s 2 are each amended to read
17 as follows:

18 (1)(a) In consultation with the state board of education, the
19 superintendent of public instruction shall develop statewide end-of-
20 course assessments for high school mathematics that measure student
21 achievement of the state mathematics standards. The superintendent
22 shall take steps to ensure that the language of the assessments is
23 responsive to a diverse student population. The assessments shall be
24 implemented statewide in the 2010-11 school year.

25 (b) The superintendent shall develop end-of-course assessments for
26 the first year of high school mathematics that include the standards
27 common to algebra I and integrated mathematics I and for the second
28 year of high school mathematics that include the standards common to
29 geometry and integrated mathematics II. The assessments under this
30 subsection (1)(b) shall be used to demonstrate that a student meets the
31 state standard on the mathematics content area of the high school
32 ~~((Washington))~~ statewide student assessment ~~((of student learning))~~ for
33 purposes of RCW 28A.655.061. The geometry and integrated II tests
34 shall not be administered by the superintendent of public instruction
35 or schools after the 2012-13 school year.

36 (c) The superintendent of public instruction shall also develop
37 subtests for the end-of-course assessments that measure standards for

1 the first two years of high school mathematics that are unique to
2 algebra I, integrated mathematics I, geometry, and integrated
3 mathematics II. The results of the subtests shall be reported at the
4 student, teacher, school, and district level. The geometry and
5 integrated mathematics II subtests shall not be administered by the
6 superintendent of public instruction or schools after the 2012-13
7 school year.

8 (2) ~~((For))~~ Beginning with the graduating ~~((classes))~~ class of 2013
9 ~~((and—2014))~~ and for purposes of the certificate of academic
10 achievement under RCW 28A.655.061, a student may use: (a) Results from
11 the end-of-course assessment for the first year of high school
12 mathematics or the results from the end-of-course assessment for the
13 second year of high school mathematics, offered through the 2012-13
14 school year; ~~((or))~~ (b) results from a retake of a high school
15 mathematics ~~((retake))~~ assessment; or (c) results from a comprehensive
16 mathematics assessment aligned to college-readiness and career-
17 readiness when offered, beginning in the 2014-15 school year.

18 ~~((Beginning with the graduating class of 2015 and for purposes~~
19 ~~of the certificate of academic achievement under RCW 28A.655.061, the~~
20 ~~mathematics content area of the Washington assessment of student~~
21 ~~learning shall be assessed using the end-of-course assessment for the~~
22 ~~first year of high school mathematics plus the end-of-course assessment~~
23 ~~for the second year of high school mathematics, or results from a high~~
24 ~~school mathematics retake assessment for the end-of-course assessments~~
25 ~~in which the student did not meet the standard.~~

26 ~~((4))~~ All of the objective alternative assessments available to
27 students under RCW 28A.655.061 and 28A.655.065 shall be available to
28 any student who has taken the ~~((sequence—of))~~ end-of-course
29 assessment~~((s))~~ once but does not meet the state mathematics standard
30 on the ~~((sequence—of))~~ end-of-course assessment~~((s))~~.

31 ~~((+5))~~ (4) The superintendent of public instruction shall report
32 at least annually or more often if necessary to keep the education
33 committees of the legislature informed on each step of the development
34 and implementation process under this section.

35 NEW SECTION. Sec. 5. (1) The student achievement council under
36 RCW 28B.77.005 shall convene a workgroup with representatives from
37 community and technical colleges, four-year institutions of higher

1 education as defined in RCW 28B.10.016, high school counselors, the
2 office of the superintendent of public instruction, and the state board
3 of education to determine how the results of the college and career
4 assessment could be incorporated into college and university
5 admissions, scholarship, and course placement decisions. The council
6 shall report its findings to institutions of higher education as
7 defined in RCW 28B.10.016 no later than March 1, 2014.

8 (2) The community and technical colleges and four-year institutions
9 of higher education as defined in RCW 28B.10.016 shall consider the
10 recommendations from the student achievement council in subsection (1)
11 of this section and report to the governor, the legislature, and the
12 student achievement council by January 15, 2015, regarding how the
13 colleges and universities plan to incorporate the results of the
14 college and career-ready assessment into student admission,
15 scholarship, and course placement decisions beginning with the fall
16 2016 entering class.

17 (3) This section expires August 1, 2016.

18 **Sec. 6.** RCW 28A.655.065 and 2009 c 556 s 19 are each amended to
19 read as follows:

20 (1) The legislature has made a commitment to rigorous academic
21 standards for receipt of a high school diploma. The primary way that
22 students will demonstrate that they meet the standards in reading,
23 writing, mathematics, and science is through the ((Washington))
24 statewide student assessment ((of student learning)). Only objective
25 assessments that are comparable in rigor to the state assessment are
26 authorized as an alternative assessment. Before seeking an alternative
27 assessment, the legislature expects students to make a genuine effort
28 to meet state standards, through regular and consistent attendance at
29 school and participation in extended learning and other assistance
30 programs.

31 (2) Under RCW 28A.655.061, beginning in the 2006-07 school year,
32 the superintendent of public instruction shall implement objective
33 alternative assessment methods as provided in this section for students
34 to demonstrate achievement of the state standards in content areas in
35 which the student has not yet met the standard on the high school
36 ((Washington)) statewide student assessment ((of student learning)).
37 A student may access an alternative if the student meets applicable

1 eligibility criteria in RCW 28A.655.061 and this section and other
2 eligibility criteria established by the superintendent of public
3 instruction, including but not limited to attendance criteria and
4 participation in the remediation or supplemental instruction contained
5 in the student learning plan developed under RCW 28A.655.061. A school
6 district may waive attendance and/or remediation criteria for special,
7 unavoidable circumstances.

8 (3) For the purposes of this section, "applicant" means a student
9 seeking to use one of the alternative assessment methods in this
10 section.

11 (4) One alternative assessment method shall be a combination of the
12 applicant's grades in applicable courses and the applicant's highest
13 score on the high school (~~(Washington)~~) statewide student assessment
14 (~~(of student learning)~~), as provided in this subsection. A student is
15 eligible to apply for the alternative assessment method under this
16 subsection (4) if the student has a cumulative grade point average of
17 at least 3.2 on a four point grading scale. The superintendent of
18 public instruction shall determine which high school courses are
19 applicable to the alternative assessment method and shall issue
20 guidelines to school districts.

21 (a) Using guidelines prepared by the superintendent of public
22 instruction, a school district shall identify the group of students in
23 the same school as the applicant who took the same high school courses
24 as the applicant in the applicable content area. From the group of
25 students identified in this manner, the district shall select the
26 comparison cohort that shall be those students who met or slightly
27 exceeded the state standard on the (~~(Washington)~~) statewide student
28 assessment (~~(of student learning)~~).

29 (b) The district shall compare the applicant's grades in high
30 school courses in the applicable content area to the grades of students
31 in the comparison cohort for the same high school courses. If the
32 applicant's grades are equal to or above the mean grades of the
33 comparison cohort, the applicant shall be deemed to have met the state
34 standard on the alternative assessment.

35 (c) An applicant may not use the alternative assessment under this
36 subsection (4) if there are fewer than six students in the comparison
37 cohort.

1 (5) The superintendent of public instruction shall develop an
2 alternative assessment method that shall be an evaluation of a
3 collection of work samples prepared and submitted by the applicant.
4 Effective September 1, 2009, collection of work samples may be
5 submitted only in content areas where meeting the state standard on the
6 high school assessment is required for purposes of graduation.

7 (a) The superintendent of public instruction shall develop
8 guidelines for the types and number of work samples in each content
9 area that may be submitted as a collection of evidence that the
10 applicant has met the state standard in that content area. Work
11 samples may be collected from academic, career and technical, or
12 remedial courses and may include performance tasks as well as written
13 products. The superintendent shall submit the guidelines for approval
14 by the state board of education.

15 (b) The superintendent shall develop protocols for submission of
16 the collection of work samples that include affidavits from the
17 applicant's teachers and school district that the samples are the work
18 of the applicant and a requirement that a portion of the samples be
19 prepared under the direct supervision of a classroom teacher. The
20 superintendent shall submit the protocols for approval by the state
21 board of education.

22 (c) The superintendent shall develop uniform scoring criteria for
23 evaluating the collection of work samples and submit the scoring
24 criteria for approval by the state board of education. Collections
25 shall be scored at the ~~((state))~~ school or district level ~~((or~~
26 ~~regionally))~~ by ~~((a panel of))~~ educators ~~((selected and))~~ trained by
27 the superintendent to ensure objectivity, reliability, and rigor in the
28 evaluation. ~~((An educator may not score work samples submitted by~~
29 ~~applicants from the educator's school district.))~~ If the ~~((panel))~~
30 educator awards an applicant's collection of work samples the minimum
31 required score, the applicant shall be deemed to have met the state
32 standard on the alternative assessment.

33 (d) The office of the superintendent of public instruction shall
34 develop a process for periodically auditing districts to ensure fair
35 and reliable scoring of the collections.

36 (e) Using an open and public process that includes consultation
37 with district superintendents, school principals, and other educators,
38 the state board of education shall consider the guidelines, protocols,

1 scoring criteria, and other information regarding the collection of
2 work samples submitted by the superintendent of public instruction.
3 The collection of work samples may be implemented as an alternative
4 assessment after the state board of education has approved the
5 guidelines, protocols, and scoring criteria and determined that the
6 collection of work samples: (i) Will meet professionally accepted
7 standards for a valid and reliable measure of the grade level
8 expectations and the essential academic learning requirements; and (ii)
9 is comparable to or exceeds the rigor of the skills and knowledge that
10 a student must demonstrate on the ((Washington)) statewide student
11 assessment ((of student learning)) in the applicable content area. The
12 state board shall make an approval decision and determination no later
13 than December 1, 2006, and thereafter may increase the required rigor
14 of the collection of work samples.

15 ((+e)) (f) By September of 2006, the superintendent of public
16 instruction shall develop informational materials for parents,
17 teachers, and students regarding the collection of work samples and the
18 status of its development as an alternative assessment method. The
19 materials shall provide specific guidance regarding the type and number
20 of work samples likely to be required, include examples of work that
21 meets the state learning standards, and describe the scoring criteria
22 and process for the collection. The materials shall also encourage
23 students in the graduating class of 2008 to begin creating a collection
24 if they believe they may seek to use the collection once it is
25 implemented as an alternative assessment.

26 (6)(a) For students enrolled in a career and technical education
27 program approved under RCW 28A.700.030, the superintendent of public
28 instruction shall develop additional guidelines for collections of work
29 samples that are tailored to different career and technical programs.
30 The additional guidelines shall:

31 (i) Provide multiple examples of work samples that are related to
32 the particular career and technical program;

33 (ii) Permit work samples based on completed activities or projects
34 where demonstration of academic knowledge is inferred; and

35 (iii) Provide multiple examples of work samples drawn from career
36 and technical courses.

37 (b) The purpose of the additional guidelines is to provide a clear
38 pathway toward a certificate of academic achievement for career and

1 technical students by showing them applied and relevant opportunities
2 to demonstrate their knowledge and skills, and to provide guidance to
3 teachers in integrating academic and career and technical instruction
4 and assessment and assisting career and technical students in compiling
5 a collection. The superintendent of public instruction shall develop
6 and disseminate additional guidelines for no fewer than ten career and
7 technical education programs representing a variety of program
8 offerings by no later than September 1, 2008. Guidelines for ten
9 additional programs shall be developed and disseminated no later than
10 June 1, 2009.

11 (c) The superintendent shall consult with community and technical
12 colleges, employers, the workforce training and education coordinating
13 board, apprenticeship programs, and other regional and national experts
14 in career and technical education to create appropriate guidelines and
15 examples of work samples and other evidence of a career and technical
16 student's knowledge and skills on the state academic standards.

17 (7) The superintendent of public instruction shall study the
18 feasibility of using existing mathematics assessments in languages
19 other than English as an additional alternative assessment option. The
20 study shall include an estimation of the cost of translating the tenth
21 grade mathematics assessment into other languages and scoring the
22 assessments should they be implemented.

23 (8) The superintendent of public instruction shall implement:

24 (a) By June 1, 2006, a process for students to appeal the score
25 they received on the high school assessments; and

26 (b) By January 1, 2007, guidelines and appeal processes for waiving
27 specific requirements in RCW 28A.655.061 pertaining to the certificate
28 of academic achievement and to the certificate of individual
29 achievement for students who: (i) Transfer to a Washington public
30 school in their junior or senior year with the intent of obtaining a
31 public high school diploma, or (ii) have special, unavoidable
32 circumstances.

33 (9) The state board of education shall examine opportunities for
34 additional alternative assessments, including the possible use of one
35 or more standardized norm-referenced student achievement tests and the
36 possible use of the reading, writing, or mathematics portions of the
37 ACT ASSET and ACT COMPASS test instruments as objective alternative
38 assessments for demonstrating that a student has met the state

1 standards for the certificate of academic achievement. The state board
2 shall submit its findings and recommendations to the education
3 committees of the legislature by January 10, 2008.

4 (10) The superintendent of public instruction shall adopt rules to
5 implement this section.

6 **Sec. 7.** RCW 28A.655.185 and 2005 c 495 s 1 are each amended to
7 read as follows:

8 (1) It is the intent of the legislature, through the creation of
9 the apple award, to honor and reward students in Washington's public
10 elementary schools who have shown significant improvement in their
11 school's results on the ~~((Washington))~~ statewide student assessment
12 ~~((of student learning))~~.

13 (2) The apple award program is created to honor and reward public
14 elementary schools that have the greatest combined average increase in
15 the percentage of students meeting the fourth grade reading,
16 mathematics, and writing standards on the ~~((Washington))~~ statewide
17 student assessment ~~((of student learning))~~ each school year. Beginning
18 in the 2014-15 school year, the award will be based on the percentage
19 of students meeting the fourth grade English language arts and
20 mathematics standards. The program shall be administered by the
21 ~~((state board of education))~~ superintendent of public instruction.

22 (3) Within the amounts appropriated for this purpose, each school
23 that receives an apple award shall be provided with a twenty-five
24 thousand dollar grant to be used for capital construction purposes that
25 have been selected by students in the school and approved by the
26 district's school directors. The funds may be used exclusively for
27 capital construction projects on school property or on other public
28 property in the community, city, or county in which the school is
29 located.

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