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HOUSE BILL 1703

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State of Washington

64th Legislature

2015 Regular Session

By Representatives Santos and Pollet; by request of Office of Financial Management

Read first time 01/27/15. Referred to Committee on Education.

1 AN ACT Relating to modifying the high school assessment system by  
2 changing the administration of alternative assessments, continuing  
3 the requirement for students to demonstrate achievement of state  
4 academic standards to earn a high school diploma, and aligning the  
5 system with career and college ready graduation requirements;  
6 amending RCW 28A.655.061, 28A.655.065, and 28A.655.070; adding a new  
7 section to chapter 28A.300 RCW; creating a new section; repealing RCW  
8 28A.655.066; and providing an effective date.

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

10 NEW SECTION. **Sec. 1.** (1) It is the purpose of this act to  
11 implement a more efficient assessment system and to provide  
12 additional pathways for students to demonstrate academic proficiency  
13 required for graduation.

14 (2)(a) It is the intent of the legislature to administer the  
15 collection of evidence at the school district level and to allow  
16 districts to integrate requirements into high school coursework.

17 (b) It is further the intent of this act to provide an additional  
18 senior year alternative to those students who did not pass the  
19 assessment. The additional alternative should be aligned to  
20 successful completion of the college readiness transitions courses in

1 mathematics, English language arts, or science, earning a high school  
2 credit.

3 **Sec. 2.** RCW 28A.655.061 and 2013 2nd sp.s. c 22 s 2 are each  
4 amended to read as follows:

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

15 (2) Subject to the conditions in this section, a certificate of  
16 academic achievement shall be obtained and is evidence that the  
17 students have successfully met the state standard in the content  
18 areas included in the certificate. With the exception of students  
19 satisfying the provisions of RCW 28A.155.045 or 28A.655.0611,  
20 acquisition of the certificate is required for graduation from a  
21 public high school but is not the only requirement for graduation.

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

33 (b) After the 2014-15 school year, the state will no longer  
34 administer the end-of-course mathematics assessments or a tenth grade  
35 assessment for reading and writing or English language arts. A  
36 student who took the assessment before or during the 2014-15 school  
37 year may apply the results as provided in this section. As the state  
38 transitions from reading and writing assessments to an English  
39 language arts assessment and from end-of-course assessments to a

1 comprehensive assessment for high school mathematics, a student in a  
2 graduating class of 2016 through 2018 shall earn a certificate of  
3 academic achievement if the student meets the state standard as  
4 follows:

5 (i) Students in the graduating class of 2016 may use the results  
6 from:

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

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

13 (ii) Students in the graduating class(~~es~~) of 2017 (~~and 2018~~)  
14 may use the results from:

15 (A) The tenth grade English language arts assessment developed by  
16 the superintendent of public instruction using resources from the  
17 multistate consortium or the English language arts assessment  
18 developed with the multistate consortium; and

19 (B) The end-of-course assessment for the first year of high  
20 school mathematics, the end-of-course assessment for the second year  
21 of high school mathematics, or the comprehensive mathematics  
22 assessment developed with the multistate consortium.

23 (iii) Students in the graduating class of 2018 may use the  
24 results from:

25 (A) The English language arts assessment developed with the  
26 multistate consortium; and

27 (B) The end-of-course assessment for the first year of high  
28 school mathematics, the end-of-course assessment for the second year  
29 of high school mathematics, or the comprehensive mathematics  
30 assessment developed with the multistate consortium.

31 (c) Beginning with the graduating class of 2019, a student who  
32 meets the state standards on the high school English language arts  
33 assessment developed with the multistate consortium and the  
34 comprehensive mathematics assessment developed with the multistate  
35 consortium shall earn a certificate of academic achievement.

36 (d) If a student does not successfully meet the state standards  
37 in one or more content areas required for the certificate of academic  
38 achievement, then the student may retake the assessment in the  
39 content area at least twice a year at no cost to the student. If the  
40 student successfully meets the state standards on a retake of the

1 assessment then the student shall earn a certificate of academic  
2 achievement. (~~Once objective alternative assessments are authorized~~  
3 ~~pursuant to subsection (10) of this section,~~) A student may use  
4 (~~the~~) an objective alternative (~~assessments~~) provided in  
5 subsection (10) of this section or RCW 28A.655.065 to demonstrate  
6 that the student successfully meets the state standards for that  
7 content area if the student has taken the statewide student  
8 assessment at least once. If the student successfully meets the state  
9 standards on (~~the~~) an objective alternative (~~assessments~~) then  
10 the student shall earn a certificate of academic achievement.

11 (4) Beginning with the graduating class of 2015, a student must  
12 meet the state standards in science in addition to the other content  
13 areas required under subsection (3) of this section on the statewide  
14 student assessment, a retake, or the objective alternative  
15 (~~assessments~~) in order to earn a certificate of academic  
16 achievement.

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

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

24 (7) School districts must make available to students the  
25 following retake options:

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

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

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

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

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

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

35 (ii) A student who scores at least a three on the grading scale  
36 of one to five for selected AP examinations may use the score as an  
37 objective alternative ~~((assessment))~~ under this section for  
38 demonstrating that a student has met or exceeded state standards for  
39 the certificate of academic achievement. A score of three on the AP  
40 examinations in calculus or statistics may be used as an alternative

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

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

34 (11) To help assure continued progress in academic achievement as  
35 a foundation for high school graduation and to assure that students  
36 are on track for high school graduation, each school district shall  
37 prepare plans for and notify students and their parents or legal  
38 guardians as provided in this subsection. Student learning plans are  
39 required for eighth grade students who were not successful on any or  
40 all of the content areas of the state assessment during the previous

1 school year or who may not be on track to graduate due to credit  
2 deficiencies or absences. The parent or legal guardian shall be  
3 notified about the information in the student learning plan,  
4 preferably through a parent conference and at least annually. To the  
5 extent feasible, schools serving English language learner students  
6 and their parents shall translate the plan into the primary language  
7 of the family. The plan shall include the following information as  
8 applicable:

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

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

12 (c) Any credit deficiencies;

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

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

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

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

23 (h) The alternatives ~~((assessment options))~~ available to students  
24 under this section and RCW 28A.655.065;

25 (i) School district programs, high school courses, and career and  
26 technical education options available for students to meet graduation  
27 requirements; and

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

31 **Sec. 3.** RCW 28A.655.065 and 2009 c 556 s 19 are each amended to  
32 read as follows:

33 (1) The legislature has made a commitment to rigorous academic  
34 standards for receipt of a high school diploma. The primary way that  
35 students will demonstrate that they meet the standards in reading,  
36 writing, mathematics, and science is through the ~~((Washington  
37 assessment of student learning. Only objective assessments that are))~~  
38 high school assessment system in RCW 28A.655.061. Authorized  
39 objective alternatives must be comparable in rigor to the state

1 assessment (~~are authorized as an alternative assessment~~). Before  
2 seeking an alternative (~~assessment~~), the legislature expects  
3 students to make a genuine effort to meet state standards, through  
4 regular and consistent attendance at school and participation in  
5 extended learning and other assistance programs.

6 (2) (~~Under RCW 28A.655.061, beginning in the 2006-07 school~~  
7 ~~year, the superintendent of public instruction~~) School districts  
8 shall implement objective alternatives (~~assessment methods~~) as  
9 provided in this section for students to demonstrate achievement of  
10 the state standards in content areas in which the student has not yet  
11 met the state standard (~~on the high school Washington assessment of~~  
12 ~~student learning~~) as provided in RCW 28A.655.061. A student may  
13 access an alternative if the student meets applicable eligibility  
14 criteria in RCW 28A.655.061 and this section and other eligibility  
15 criteria established by the (~~superintendent of public instruction~~)  
16 school district, including but not limited to attendance criteria and  
17 participation in the remediation or supplemental instruction  
18 contained in the student learning plan developed under RCW  
19 28A.655.061. A school district may waive attendance and/or  
20 remediation criteria for special, unavoidable circumstances.

21 (3) For the purposes of this section, "applicant" means a student  
22 seeking to use one of the alternatives (~~assessment methods~~) in this  
23 section.

24 (4) One alternative (~~assessment method~~) shall be a combination  
25 of the applicant's grades in applicable courses and the applicant's  
26 highest score on the applicable high school (~~Washington~~) assessment  
27 (~~of student learning~~), as provided in this subsection. A student is  
28 eligible to apply to the district for the alternative (~~assessment~~  
29 ~~method~~) under this subsection (4) if the student has a cumulative  
30 grade point average of at least 3.2 on a four point grading scale.  
31 The superintendent of public instruction shall determine which high  
32 school courses are applicable to the alternative (~~assessment~~  
33 ~~method~~) and shall issue guidelines to school districts.

34 (a) Using guidelines prepared by the superintendent of public  
35 instruction, a school district shall identify the group of students  
36 in the same school as the applicant who took the same high school  
37 courses as the applicant in the applicable content area. From the  
38 group of students identified in this manner, the district shall  
39 select the comparison cohort that shall be those students who met or

1 slightly exceeded the state standard on the ~~((Washington))~~ statewide  
2 student assessment ~~((of student learning))~~.

3 (b) The district shall compare the applicant's grades in high  
4 school courses in the applicable content area to the grades of  
5 students in the comparison cohort for the same high school courses.  
6 If the applicant's grades are equal to or above the mean grades of  
7 the comparison cohort, the applicant shall be deemed to have met the  
8 state standard on the alternative ~~((assessment))~~.

9 (c) An applicant may not use the alternative ~~((assessment))~~ under  
10 this subsection (4) if there are fewer than six students in the  
11 comparison cohort.

12 (5)~~(a)(i)~~ The superintendent of public instruction shall  
13 ~~((develop))~~ issue by September 1st each year annual guidelines for an  
14 objective alternative ~~((assessment method))~~ that school districts  
15 shall ~~((be))~~ use for an evaluation of a collection of work samples  
16 prepared and submitted by the applicant for the purpose of  
17 graduation. ~~((Effective September 1, 2009, collection of work samples~~  
18 ~~may be submitted only in content areas where meeting the state~~  
19 ~~standard on the high school assessment is required for purposes of~~  
20 ~~graduation.~~

21 ~~(a))~~ ~~((ii))~~ The ~~((superintendent of public instruction shall~~  
22 ~~develop))~~ guidelines ~~((for))~~ must address the types and number of  
23 work samples in each content area that may be submitted as a  
24 collection of evidence that the applicant has met the state standard  
25 in that content area. Work samples may be collected from academic,  
26 career and technical, or remedial courses and may include performance  
27 tasks as well as written products. ~~((The superintendent shall submit~~  
28 ~~the guidelines for approval by the state board of education.))~~

29 (b) The ~~((superintendent shall develop))~~ guidelines must include  
30 protocols for applicant submission of the collection of work samples  
31 to school districts that include affidavits from the applicant's  
32 teachers ~~((and school district))~~ that the samples are the work of the  
33 applicant and a requirement that a portion of the samples be prepared  
34 under the direct supervision of a classroom teacher. ~~((The~~  
35 ~~superintendent shall submit the protocols for approval by the state~~  
36 ~~board of education.))~~ School districts are permitted to include this  
37 activity as part of the minimum hours of instruction provided to  
38 students under RCW 28A.150.220 and within individual course  
39 requirements necessary to earn sufficient credits for a diploma under  
40 RCW 28A.230.090.

1 (c) The superintendent shall develop uniform scoring criteria and  
2 guidelines for school districts to use in evaluating the collection  
3 of work samples (~~((and submit the scoring criteria for approval by the~~  
4 ~~state board of education. Collections shall be scored at the state~~  
5 ~~level or regionally by a panel of educators selected and trained by~~  
6 ~~the superintendent to ensure objectivity, reliability, and rigor in~~  
7 ~~the evaluation. An educator may not score work samples submitted by~~  
8 ~~applicants from the educator's school district. If the panel awards~~  
9 ~~an applicant's collection of work samples the minimum required score,~~  
10 ~~the applicant shall be deemed to have met the state standard on the~~  
11 ~~alternative assessment.~~

12 ~~((d) Using an open and public process that includes consultation~~  
13 ~~with district superintendents, school principals, and other~~  
14 ~~educators, the state board of education shall consider the~~  
15 ~~guidelines, protocols, scoring criteria, and other information~~  
16 ~~regarding the collection of work samples submitted by the~~  
17 ~~superintendent of public instruction. The collection of work samples~~  
18 ~~may be implemented as an alternative assessment after the state board~~  
19 ~~of education has approved the guidelines, protocols, and scoring~~  
20 ~~criteria and determined)). The guidelines should provide that the  
21 collection of work samples: (i) Will meet professionally accepted  
22 standards for a valid and reliable measure of the grade level  
23 expectations and the essential academic learning requirements; and  
24 (ii) is comparable to or exceeds the rigor of the skills and  
25 knowledge that a student must demonstrate (~~((on the Washington~~  
26 ~~assessment of student learning in)) for the applicable content~~  
27 ~~area((. The state board shall make an approval decision and~~  
28 ~~determination no later than December 1, 2006, and thereafter may~~  
29 ~~increase the required rigor of the collection of work samples)) of~~  
30 the high school assessments provided in RCW 28A.655.061. The  
31 guidelines should also include samples school districts may use for  
32 materials to satisfy the requirements in (e) of this subsection.~~

33 (d) If the school district awards an applicant's collection of  
34 work samples the minimum required score, the applicant shall be  
35 deemed to have met the state standard on the alternative.

36 (e) (~~By September of 2006, the superintendent of public~~  
37 ~~instruction shall develop)) Each school district must annually make  
38 available no later than September 1st informational materials for  
39 parents, teachers, and students regarding submission of the  
40 collection of work samples to the district and the (~~status of its~~~~

1 ~~development as an~~) student eligibility requirements to participate  
2 in the alternative ((assessment method)). However, for the 2015-16  
3 school year, the information may be released by October 1st. The  
4 materials shall provide specific guidance regarding student  
5 eligibility, the type and number of work samples likely to be  
6 required, include examples of work that meets the state learning  
7 standards, and describe the scoring criteria and process for the  
8 collection. ~~((The materials shall also encourage students in the~~  
9 ~~graduating class of 2008 to begin creating a collection if they~~  
10 ~~believe they may seek to use the collection once it is implemented as~~  
11 ~~an alternative assessment.))~~

12 (6)(a) For students enrolled in a career and technical education  
13 program approved under RCW 28A.700.030, the superintendent of public  
14 instruction shall develop additional guidelines in accordance with  
15 subsection (5) of this section for collections of work samples that  
16 are tailored to different career and technical programs. The  
17 additional guidelines shall:

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

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

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

24 (b) The purpose of the additional guidelines is to provide a  
25 clear pathway toward a certificate of academic achievement for career  
26 and technical students by showing them applied and relevant  
27 opportunities to demonstrate their knowledge and skills, and to  
28 provide guidance to teachers in integrating academic and career and  
29 technical instruction and assessment and assisting career and  
30 technical students in compiling a collection. ~~((The superintendent of~~  
31 ~~public instruction shall develop and disseminate additional~~  
32 ~~guidelines for no fewer than ten career and technical education~~  
33 ~~programs representing a variety of program offerings by no later than~~  
34 ~~September 1, 2008. Guidelines for ten additional programs shall be~~  
35 ~~developed and disseminated no later than June 1, 2009.~~

36 ~~(c) The superintendent shall consult with community and technical~~  
37 ~~colleges, employers, the workforce training and education~~  
38 ~~coordinating board, apprenticeship programs, and other regional and~~  
39 ~~national experts in career and technical education to create~~  
40 ~~appropriate guidelines and examples of work samples and other~~

1 ~~evidence of a career and technical student's knowledge and skills on~~  
2 ~~the state academic standards.))~~

3 (7) One alternative is successful completion by the applicant of  
4 a college readiness transition course in the applicable content area.  
5 The office of the superintendent of public instruction, in  
6 collaboration with the student achievement council, the state board  
7 of education, the state board for community and technical colleges,  
8 and the council of presidents, shall annually publish by September  
9 1st each year, a memorandum detailing the requirements necessary for  
10 successful completion of a college readiness transition course in  
11 mathematics and English. Consistent with section 5 of this act,  
12 science shall be added to the publication no later than the 2017-18  
13 school year. The college readiness transition course may be  
14 considered part of the minimum hours of instruction provided to  
15 students under RCW 28A.150.220 and individual course requirements  
16 necessary to earn sufficient credits for a diploma under RCW  
17 28A.230.090. A district is not required to offer this alternative, if  
18 the district offers the alternative provided in subsection (5) of  
19 this section.

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

26 ~~((+8))~~ (9) The superintendent of public instruction shall  
27 implement:

28 ~~((By June 1, 2006,))~~ A process for students to appeal the  
29 score they received on the high school assessments; and

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

37 ~~((9) The state board of education shall examine opportunities~~  
38 ~~for additional alternative assessments, including the possible use of~~  
39 ~~one or more standardized norm-referenced student achievement tests~~  
40 ~~and the possible use of the reading, writing, or mathematics portions~~

1 ~~of the ACT ASSET and ACT COMPASS test instruments as objective~~  
2 ~~alternative assessments for demonstrating that a student has met the~~  
3 ~~state standards for the certificate of academic achievement. The~~  
4 ~~state board shall submit its findings and recommendations to the~~  
5 ~~education committees of the legislature by January 10, 2008.)~~

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

8 **Sec. 4.** RCW 28A.655.070 and 2013 2nd sp.s. c 22 s 5 are each  
9 amended to read as follows:

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

17 (2) The superintendent of public instruction shall:

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

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

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, mathematics, and science for use  
5 in the elementary, middle, and high school years designed to  
6 determine if each student has mastered the essential academic  
7 learning requirements identified in subsection (1) of this section.  
8 School districts shall administer the assessments under guidelines  
9 adopted by the superintendent of public instruction. The academic  
10 assessment system may include a variety of assessment methods,  
11 including criterion-referenced and performance-based measures.

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

18           (c) By the 2014-15 school year, the superintendent of public  
19 instruction, in consultation with the state board of education, shall  
20 modify the statewide student assessment system to transition to  
21 assessments developed with a multistate consortium, as provided in  
22 this subsection:

23           (i) The assessments developed with a multistate consortium to  
24 assess student proficiency in English language arts and mathematics  
25 shall be administered beginning in the 2014-15 school year. The  
26 reading and writing assessments shall not be administered by the  
27 superintendent of public instruction or schools after the 2013-14  
28 school year.

29           (ii) The high school assessments in English language arts and  
30 mathematics in (c)(i) of this subsection shall be used for the  
31 purposes of earning a certificate of academic achievement for high  
32 school graduation under the timeline established in RCW 28A.655.061  
33 and for assessing student career and college readiness.

34           (iii) During the transition period specified in RCW 28A.655.061,  
35 the superintendent of public instruction shall use test items and  
36 other resources from the consortium assessment to develop and  
37 administer a tenth grade high school English language arts  
38 assessment, an end-of-course mathematics assessment to assess the  
39 standards common to algebra I and integrated mathematics I, and an

1 end-of-course mathematics assessment to assess the standards common  
2 to geometry and integrated mathematics II.

3 (iv) The end-of-course mathematics assessments and the tenth  
4 grade high school English language arts assessments shall not be  
5 administered by the superintendent of public instruction or schools  
6 after the 2014-15 school year.

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

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

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

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

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

33 (b) A collection of diagnostic tools that educators may use to  
34 evaluate the academic status of individual students. The tools shall  
35 be designed to be inexpensive, easily administered, and quickly and  
36 easily scored, with results provided in a format that may be easily  
37 shared with parents and students.

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

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

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

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

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

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

17 NEW SECTION. **Sec. 5.** A new section is added to chapter 28A.300  
18 RCW to read as follows:

19 (1) The office of the superintendent of public instruction, in  
20 collaboration with the student achievement council, the state board  
21 of education, the state board for community and technical colleges,  
22 and the council of presidents, shall develop a college readiness  
23 transition course in science to be piloted in high schools for the  
24 2016-17 school year and available statewide by the 2017-18 school  
25 year.

26 (2) By January 1, 2016, the superintendent of public instruction  
27 shall offer an online version of the college readiness transition  
28 course in mathematics and English through the digital learning  
29 department online course offerings.

30 (3) By September 1, 2017, the superintendent of public  
31 instruction shall offer an online version of the college readiness  
32 transition course in science.

33 NEW SECTION. **Sec. 6.** RCW 28A.655.066 (Statewide end-of-course  
34 assessments for high school mathematics) and 2013 2nd sp.s. c 22 s 3,  
35 2011 c 25 s 2, 2009 c 310 s 3, & 2008 c 163 s 3 are each repealed.

1        NEW SECTION.    **Sec. 7.**    This act takes effect September 1, 2015.

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