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HOUSE BILL 2506

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State of Washington                      59th Legislature                      2006 Regular Session

By Representatives Anderson and Rodne

Read first time 01/10/2006. Referred to Committee on Education.

1            AN ACT Relating to requiring adoption of the mathematics syllabus  
2 used by the Singapore ministry of education; amending RCW 28A.655.070;  
3 adding a new section to chapter 28A.655 RCW; and creating a new  
4 section.

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

6            NEW SECTION.    **Sec. 1.** The legislature finds that in 2003, the  
7 United States ranked below at least ten other countries in the  
8 mathematics scores of elementary and middle school students on the  
9 trends in international mathematics and science study (TIMSS)  
10 assessment. Since 1995, there has been little or no change in the  
11 performance of our nation's students in mathematics. Conversely,  
12 students from the nation of Singapore continually score at the very top  
13 of students in other countries on the TIMSS assessment, and their  
14 scores are well above the international average. The legislature  
15 further finds that a key reason for the high level of performance of  
16 Singapore students is a coherent, sequenced mathematics curriculum that  
17 focuses on the core skills of mathematical problem solving. Therefore,  
18 the legislature intends to adopt, on a statewide basis, the syllabus

1 and curriculum framework used by primary and secondary schools in  
2 Singapore.

3 **Sec. 2.** RCW 28A.655.070 and 2005 c 497 s 106 are each amended to  
4 read as follows:

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

12 (2) The superintendent of public instruction shall:

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

19 (b) Review and prioritize the essential academic learning  
20 requirements and identify, with clear and concise descriptions, the  
21 grade level content expectations to be assessed on the Washington  
22 assessment of student learning and used for state or federal  
23 accountability purposes. The review, prioritization, and  
24 identification shall result in more focus and targeting with an  
25 emphasis on depth over breadth in the number of grade level content  
26 expectations assessed at each grade level. Grade level content  
27 expectations shall be articulated over the grades as a sequence of  
28 expectations and performances that are logical, build with increasing  
29 depth after foundational knowledge and skills are acquired, and  
30 reflect, where appropriate, the sequential nature of the discipline.  
31 The office of the superintendent of public instruction, within seven  
32 working days, shall post on its web site any grade level content  
33 expectations provided to an assessment vendor for use in constructing  
34 the Washington assessment of student learning. The essential academic  
35 learning requirements and grade level content expectations in the  
36 content area of mathematics shall comply with section 3 of this act.

1           (3) 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 in  
5 the elementary, middle, and high school years designed to determine if  
6 each student has mastered the essential academic learning requirements  
7 identified in subsection (1) of this section. School districts shall  
8 administer the assessments under guidelines adopted by the  
9 superintendent of public instruction. The academic assessment system  
10 shall include a variety of assessment methods, including criterion-  
11 referenced and performance-based measures. By the 2008-09 school year,  
12 the statewide academic assessment system in the content area of  
13 mathematics shall be designed to assess student mastery of the  
14 essential academic learning requirements under section 3 of this act.

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

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

27           (b) Assessments measuring the essential academic learning  
28 requirements in the content area of science shall be available for  
29 mandatory use in middle schools and high schools by the 2003-04 school  
30 year and for mandatory use in elementary schools by the 2004-05 school  
31 year unless the legislature takes action to delay or prevent  
32 implementation of the assessment.

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

37           (7) To assist parents and teachers in their efforts to provide  
38 educational support to individual students, the superintendent of

1 public instruction shall provide as much individual student performance  
2 information as possible within the constraints of the assessment  
3 system's item bank. The superintendent shall also provide to school  
4 districts:

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

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

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

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

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

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

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

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

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

32 The essential academic learning requirements and grade level  
33 content expectations in mathematics shall focus on mathematical problem  
34 solving. Through a planned and sequenced curriculum framework,  
35 students shall learn the basic mathematical concepts and knowledge  
36 needed for solving problems; develop and perform a range of  
37 manipulative skills when solving problems; gain thinking and problem

1 solving skills and apply them to mathematical problems; and develop  
2 confidence in using mathematics. In developing the essential academic  
3 learning requirements and grade level content expectations in  
4 mathematics, the superintendent of public instruction shall incorporate  
5 the content, syllabus, sequence, and curriculum framework implemented  
6 by the ministry of education in Singapore for use in primary and  
7 secondary grades. The essential academic learning requirements and  
8 grade level content expectations under this section shall be fully  
9 implemented in all public schools by the 2008-09 school year.

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