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SENATE BILL 5268

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State of Washington

60th Legislature

2007 Regular Session

By Senators McAuliffe, Prentice, Fairley, Oemig, Kline, Shin, Kohl-Welles, Tom, Regala, Brandland, Rockefeller, Rasmussen and Keiser

Read first time 01/15/2007. Referred to Committee on Early Learning & K-12 Education.

1 AN ACT Relating to requiring reviews and revisions of the essential  
2 academic learning requirements; amending RCW 28A.655.070; and creating  
3 a new section.

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  
6 recognize that as the world changes, expectations for students evolve  
7 to reflect current workforce and societal demands. To prepare students  
8 to be competitive in the global market, classrooms should meet the new,  
9 heightened expectations of higher education institutions and  
10 businesses. The educational system should reflect our increasingly  
11 diverse society and remain relevant and accessible to all students to  
12 keep them engaged as active participants in their own learning  
13 experience. It is therefore the intent of the legislature to require  
14 an ongoing and regular review of the essential academic learning  
15 requirements in order to refine and revise the standards as necessary  
16 to keep them modern and relevant.

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

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

8 (2) The superintendent of public instruction shall:

9 (a) (~~Periodically revise the essential academic learning~~  
10 ~~requirements~~) Beginning in 2007, review the essential academic  
11 learning requirements, including a review of their cultural relevancy,  
12 every ten years, in order to ensure that they continue to promote the  
13 goals of the basic education act and reflect the knowledge and skills  
14 needed in the modern world, including the ability to apply and use  
15 emerging technologies, and revise them, as needed, based on the student  
16 learning goals in RCW 28A.150.210. In conducting its review for  
17 cultural relevancy, the superintendent shall gather feedback from, at  
18 a minimum, communities of color stakeholders, the multiethnic think  
19 tank, the special education coalition, the Washington state association  
20 on multicultural education, the Washington state commissions on  
21 African-American affairs, Asian Pacific American affairs, and Hispanic  
22 affairs, and the governor's office of Indian affairs. Goals one and  
23 two shall be considered primary. To the maximum extent possible, the  
24 superintendent shall integrate goal four and the knowledge and skill  
25 areas in the other goals in the essential academic learning  
26 requirements; and

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

1 The office of the superintendent of public instruction, within seven  
2 working days, shall post on its web site any grade level content  
3 expectations provided to an assessment vendor for use in constructing  
4 the Washington assessment of student learning.

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

16 (4) The superintendent shall report the findings of its review of  
17 the essential academic learning requirements as required under  
18 subsection 2(a) of this section to the state board of education, the  
19 governor, and the legislature. The first report is due December 1,  
20 2008. If the superintendent proposes any modification to the essential  
21 academic learning requirements or the statewide assessments, then the  
22 superintendent shall, upon request, provide opportunities for the  
23 education committees of the house of representatives and the senate to  
24 review the assessments and proposed modifications to the essential  
25 academic learning requirements before the modifications are adopted.

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

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

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

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

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

13 (b) A collection of diagnostic tools that educators may use to  
14 evaluate the academic status of individual students. The tools shall  
15 be designed to be inexpensive, easily administered, and quickly and  
16 easily scored, with results provided in a format that may be easily  
17 shared with parents and students.

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

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

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

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

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

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

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