



# Assessments for Educational Technology

## Summary

School districts provided data about their use of the assessments during the 2011-2012 school year. This baseline data will help OSPI staff plan additional professional development and expand and enrich the assessment content.

Educational Technology Assessments Enabling Legislation [RCW 28A.655.075](#)

Assessments with a focus on social studies—You Decide and Constitutional Issues—enjoyed wide use.

Grade Band	Districts Reporting	Total Assessments Reported	Assessment Used Most (n)
Elementary	74	15,695	You Decide (5,127)
Middle School	77	18,514	Constitutional Issues (5,211)
High School	61	13,291	Constitutional Issues (3,288)
		<b>47,500</b>	

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## About the Data

The data are self-reported by a district level staff whose understanding of assessment practice could be limited. Most of the data districts entered was optional. Districts were only required to report if teachers used the OSPI-developed assessments. There was no requirement to enter data related to specific assessments or other assessment strategies.

We expect to get better, more expansive data as more people become aware of the assessments and district staff become more familiar with the reporting task.

Eighty-one districts used the optional field on the reporting form to comment on the OSPI-developed assessments. This qualitative feedback is useful as we go forward. We learned:

- Districts need more regional training opportunities for teachers.

- These assessments support focus on non-MSP/HSPE areas of study.
- They set a focus on standards-based curricula and identify a model for instructional practice.
- They help teachers identify students' strengths and weaknesses so they can modify instruction.
- They provide a consistent statewide standard of assessment.
- They provide a tangible set of standards (in addition to the actual standards) by showing what student performance should look like.
- In many districts, staff analyze student results from the assessments in their professional learning communities and leadership teams.
- Finding time to collaborate and grade as a team remains the single biggest challenge for teachers.

## **Background**

OSPI must report how many school districts use the OSPI-developed assessments for educational technology (RCW 28A.655.075). In 2010, the Legislature postponed the start date for district reporting, which means 2011-2012 is the first school year for which we have data.

Teachers use the assessments in the elementary, middle and high school grades to determine student progress toward meeting Washington's standards for educational technology.

The assessments integrate standards from science, math, health, English language arts, social studies and the arts.

When possible, they also align with state reading, writing and communication standards and the Common Core State Standards. For K-2 teachers, there is a simplified checklist. Classroom activities are well-guided, easy to use and come equipped with an inventory of free and low-cost digital resources.

## **For More Information**

For more information regarding the assessments for educational technology, please see, <http://www.k12.wa.us/EdTech/Assessment/default.aspx> or contact Dennis Small, Director of Educational Technology, at (360) 725-6384 or [dennis.small@k12.wa.us](mailto:dennis.small@k12.wa.us).