

Brief History of Washington State Testing:

Prior to 1996: Students largely participated in norm-referenced tests under the direction of school boards or school administrators. Norm-referenced tests report whether test takers performed better or worse than a hypothetical average student, which is determined by comparing scores against the performance results of a statistically selected group of test takers, typically of the same age or grade level, who have already taken the exam. Norm-referenced tests are specifically designed to rank test takers on a “bell curve,” or a distribution of scores that resembles, when graphed, the outline of a bell—i.e., a small percentage of students performing well, most performing average, and a small percentage performing poorly. To produce a bell curve each time, test questions are carefully designed to accentuate performance differences among test takers, not to determine if students have achieved specified learning standards, learned certain material, or acquired specific skills and knowledge referred to as criterion referenced tests. Criterion-referenced tests and assessments are designed to measure student performance against a fixed set of predetermined criteria or learning standards—i.e., concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education.

May 1993 The State legislature passes HB 1209 which outlines a plan for the development of a standards-based educational model for the State’s schools. Following its passage the State develops Essential Academic Learning Requirements for math and literacy

1997 Following a wide variety of state and federal laws, policies, and regulations aimed at improving school and teacher performance, standards-based achievement tests became an increasingly prominent part of public schooling in the United States. During this time Washington administered its first standards-based test, the Washington Assessment of Student Learning (WASL), to all 4th grade students.

1997 The state began assessing 4th grade students on the math, reading, writing, and verbal language proficiency using the WASL.

1998 The state began assessing 7th grade students on the math, reading, writing, and verbal language proficiency using the WASL.

1999 The state began assessing 10th grade students on the math, reading, writing, and verbal language proficiency using the WASL.

2001 President Bush signs into law No Child Left Behind which required all states to test every child in grades 3-8, and 10 using a standards-based measure. Each state set their own standards, chose their own performance levels for passage, and chose or developed their own assessment. With the HB 1203 reforms Washington was set with standards but had to develop assessments for grades 3, 5, 6, & 8.

2003 The state administered an 8th grade science test (science WASL)

2004 The state administered a new science test to all 5th grade students (science WASL)

2005 Students in grades 3-8 and 10 all sit for the WASL.

2006 WASL passage is required for graduation from High School for the first time

2008 Randy Dorn, SPI, is elected to office on the promise of eliminating the WASL. He defeated Teri Burgeson, long-time SPI and chief author (with Commission on Student Learning, CSL) of HB 1209.

2008 The state adopted a new set of academic standards in Mathematics. They begin assessing students on these standards even though teachers have only taught to them for one year.

2010 The state began administration of replacements for the WASL: the the MSP (Measure of Student Progress) HSPE (High School Proficiency Exam) to assesses math and literacy proficiency of 10th grade students. These assessments were modestly shorter but substantially similar to the WASL. They were sometimes referred to as “baby WASLs” They also implemented “End of Course Exams” (EOC) for Math 1, Math 2, and Biology. These became graduation requirements, along with reading on the HSPE. NCLB required students to take the Math on the HSPE as well.

2011 The Federal government requires states to adopt national standards, the Common Core State Standards (CCSS), in order to qualify for waivers to NCLB and additional funding through Race to the Top. The legislature defers this decision to SPI and Dorn adopts CCSS with a phased implementation. Two different consortia work to develop new assessments to measure student acquisition of the new standards. These are the Partnership for Assessment of Readiness for College and Career (PARCC) and

the Smarter Balanced Assessment Consortium (SBAC). The leader of development of the SBAC is Joe Wiltoff, Washington State's Assessment Director.

2010 The state reduces the end-of-course assessments required for graduation to Math 1 and Biology. Students through the class of 2017 are required to pass the HSPE in literacy as well.

2014 Full implementation of CCSS is mandated by State. The Smarter Balanced Assessment (SBAC) replaces the HSPE and MSP.

Present: Woodland students participate in the following state tests,

- **Smarter Balanced:** English language arts (ELA) and math tests for grades 3-11
- **Measurements of Student Progress (MSP):** Science test for grades 5 and 8
- **End-of-Course (EOC) exams:** Math and biology tests taken as students finish algebra 1/integrated math 1, geometry/integrated math 2, and biology
- **Washington – Access to Instruction and Measurement (WA-AIM):** ELA, math, and science alternate assessments for students with significant cognitive challenges documented in their Individualized Education Program (IEP).

Current High School Graduation Requirements:

The state legislature passes laws that determine graduation requirements. Over the last several years we are dizzy with the seemingly constant changes to standards, assessments, and graduation requirements. With the overlain implementation of the SBAC and the HSPE/EOC we have a diverse path for students to navigate until that transition is complete with the class of 2019. Required tests vary by expected year of graduation. A student's expected year of graduation is four years after he or she enters the 9th grade. (For example, if a student enters 9th grade in the 2015-16 school year, he or she is in the Class of 2019.) State tests may be taken with or without tools, supports, or accommodations. Students take the WA-AIM only if it's documented in their IEP.

Class of	Subject	Test
2017 & 2018	ELA	Choose 1: <ul style="list-style-type: none"> • Smarter Balanced ELA test (<u>exit exam score</u>)** • WA-AIM (<u>exit exam score</u>)**
	Math	Choose 1: <ul style="list-style-type: none"> • Algebra 1/Integrated Math 1 EOC exam • Geometry/Integrated Math 2 EOC exam • Smarter Balanced math test (<u>exit exam score</u>)** • WA-AIM (<u>exit exam score</u>)**
	Science	Choose 1: <ul style="list-style-type: none"> • Biology EOC exam • WA-AIM (<u>exit exam score</u>)**
2019	ELA	Choose 1: <ul style="list-style-type: none"> • Smarter Balanced ELA test (<u>exit exam score</u>)** • WA-AIM (<u>exit exam score</u>)**
	Math	Choose 1:

		<ul style="list-style-type: none"> • Smarter Balanced Math test (<u>exit exam score</u>)** • WA-AIM (<u>exit exam score</u>)**
	Science	Choose 1: <ul style="list-style-type: none"> • Biology EOC exam • WA-AIM (<u>exit exam score</u>)**

** "Exit exam" scores (for graduation requirements) are separate from what are known as the "college- and career-ready" scores.

CLASSES OF 2016 THROUGH 2018: If a student meets or exceeds the college- and career-ready threshold score on the Smarter Balanced ELA test as a 10th grader, he or she will not have to take that test in 11th grade.

Student Score Reports

The intent of state testing is to determine a student's skills and knowledge based on state learning standards in reading, writing, math and science. The score on each test (see sample score reports) is a snapshot of a student's performance. Overall academic performance, not just a student's state testing scores, should always be taken into account.

Scale Scores

The cut (or threshold) scores for Levels 1, 2, 3, and 4, within the scale score range, were initially developed by the Smarter Balanced Assessment Consortium, with input from thousands of educators and community members. The Smarter Balanced member states approved these scores. The scores were then adopted by the State Board of Education in January 2015. Below are the scale score ranges for all achievement levels on the Smarter Balanced assessments.

	MSP, EOC, HSPE (<u>scale scores</u>)	Smarter Balanced (<u>scale scores</u>)
Level 4	Advanced (exceeding state standard)	Thorough understanding of/ability to apply skills
Level 3	Proficient (meeting state standard)	Adequate understanding of/ability to apply skills
Level 2	Basic (not meeting state standard)	Partial understanding of/ability to apply skills
Level 1	Below Basic (not meeting state standard)	Minimal understanding of/ability to apply skills

SBA Literacy	Level 1	Level 2	Level 3	Level 4
Grade 3	2001-2366	2367-2431	2432-2489	2490-2811

4	2032-2415	2416-2472	2473-2532	2533-2867
5	2056-2441	2442-2501	2502-2581	2582-2916
6	2079-2456	2457-2530	2531-2617	2618-2937
7	2082-2478	2479-2551	2552-2648	2649-2964
8	2097-2486	2487-2566	2567-2667	2668-2989
High school*	2102-2492	2493-2582	2583-2681	2682-3032

*On 8/5/2015 the State Board of Education (SBE) set the minimum scores on the high school assessments needed to meet the assessment graduation requirement. [View these cut scores.](#)

SBA Math	Level 1	Level 2	Level 3	Level 4
Grade 3	2071-2380	2381-2435	2436-2500	2501-2762
4	2090-2410	2411-2484	2485-2548	2549-2834
5	2095-2454	2455-2527	2528-2578	2579-2891
6	2103-2472	2473-2551	2552-2609	2610-2911
7	2108-2483	2484-2566	2567-2634	2635-2964
8	2113-2503	2504-2585	2586-2652	2653-2993
High school*	2118-2542	2543-2627	2628-2717	2718-3085

District Wide Data Analysis:

When focused on reforming schools and improving student achievement, standardized tests are used in a few primary ways:

- **To hold schools and educators accountable for educational results and student performance.** Test scores are used by some as a measure of effectiveness.
- **To evaluate whether students have learned what they are expected to learn,** such as whether they have met state learning standards. In this case, test scores are seen as a representative indicator of student achievement.
- **To identify gaps in student learning and academic progress.** In this case, test scores may be used, along with other information about students, to diagnose learning needs so that educators can provide appropriate services, instruction, or academic support.
- **To identify achievement gaps among different student groups,** including students of color, students who are not proficient in English, students from low-income households, and students with physical or learning disabilities. In this case, exposing and highlighting

achievement gaps may be seen as an essential first step in the effort to educate all students well, which can lead to greater public awareness and changes in educational policies and programs.

- **To determine whether educational policies are working as intended.** In this case, elected officials and education policy makers may rely on standardized-test results to determine whether their laws and policies are working or not, or to compare educational performance from school to school or state to state. They may also use the results to persuade the public and other elected officials that their policies are in the best interest of children.