

## **The 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 signed 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 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 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 deferred this decision to SPI and Dorn adopted CCSS with a phased implementation. Two different consortia worked 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). Washington State adopted the SBA as its measure of student achievement.

**2010** The state reduced the end-of-course assessments required for graduation to just 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.

**2019** Washington State Legislature provided students with multiple pathways to graduation by passing [House Bill \(HB\) 1599](#). HB 1599 expands the ways Washington students show their readiness for their next step after high school. **This means students may use one of many pathways below to meet the assessment graduation requirements.**

- Graduation standard on Smarter Balanced or WA-AIM (ELA and math)
- Passing a dual credit course
- Passing a Bridge to College course
- ACT or SAT score
- Advanced Placement score
- Passing Locally Administered Assessment (COE-Local)
- Grades Comparison
- CIA cut-score on Smarter Balanced (“L2 Basic”) (for some students with disabilities)
- Locally Developed Assessment (LDA) (for some students with disabilities)
- Off-grade assessment (for some students with disabilities)
- [Expedited Assessment Appeals Waiver](#)

**Present:** Woodland students participate in the following [state tests](#),

- **Washington Kindergarten Inventory of Developing Skills (WA-Kids)** for all Kindergarten students.
- **English Language Proficiency Assessment (ELPA)** for English Learner Students in grades K-12
- **Smarter Balanced:** English language arts (ELA) and math tests for grades 3-11
- **Washington Comprehensive Assessment of Science (WCAS):** Science test for grades 5,8, and 11
- **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 Testing Requirements for Graduation:** The state legislature passes laws that determine graduation requirements. As you can see from above, the last several years there have been seemingly constant changes to standards, assessments, and graduation requirements. With the passage of [HB 1599](#) a new set of requirements was outlined. Below are the avenues students can meet the assessment requirement for graduation for each upcoming graduating class.

Class of	<p style="text-align: center;"><b>Testing Requirements</b>  <u>Students must meet <b>ONE</b> of the following.</u></p>															
<b>2020</b>	<ul style="list-style-type: none"> <li>● Statewide high school assessments (Smarter Balanced or WA-AIM)               <ul style="list-style-type: none"> <li>○ Minimum score Math: 2595</li> <li>○ Minimum score ELA: 2548</li> </ul> </li> <li>● Advanced Placement (AP) exam score of 3 or higher in ELA and math</li> <li>● Dual credit courses (AP, CTE Dual Credit, College in the High School, Running Start), students must earn a C+ or higher in English language arts (ELA) and math</li> <li>● SAT or ACT minimum score               <table border="1" data-bbox="402 940 1224 1058" style="margin: 10px auto;"> <thead> <tr> <th></th> <th>SAT with Essay</th> <th>SAT®</th> <th>ACT with Writing</th> <th>ACT®</th> </tr> </thead> <tbody> <tr> <td>Math</td> <td>430</td> <td>430</td> <td>16</td> <td>16</td> </tr> <tr> <td>ELA</td> <td>410</td> <td>N/A</td> <td>14</td> <td>N/A</td> </tr> </tbody> </table> </li> <li>● A combination of meeting ELA and math requirements from the list above (for example, completing a dual credit course in math and meeting the graduation standard on the Smarter Balanced Assessment in ELA).</li> <li>● Sequence of career and technical education (CTE) courses, including completing a Core Plus branded program (additional information will be available in November 2019)</li> <li>● Armed Services Vocational Aptitude Battery (ASVAB) (additional information will be available in November 2019)</li> <li>● <a href="#">Expedited Assessment Appeals Waiver</a></li> <li>● Students with IEPs can access any of the graduation pathways to meet the pathway requirement. In addition, students with IEPs in the Class of 2020 can continue to <a href="#">access the Certificate of Individual Achievement</a> to meet this requirement.</li> <li>●</li> </ul>		SAT with Essay	SAT®	ACT with Writing	ACT®	Math	430	430	16	16	ELA	410	N/A	14	N/A
	SAT with Essay	SAT®	ACT with Writing	ACT®												
Math	430	430	16	16												
ELA	410	N/A	14	N/A												

**2021  
and  
Beyond**

- Statewide high school assessments (Smarter Balanced or WA-AIM)
  - Minimum score Math: 2595
  - Minimum score ELA: 2548
- Advanced Placement (AP) exam score of 3 or higher in ELA and math
- Dual credit courses (AP, CTE Dual Credit, College in the High School, Running Start), students must earn a C+ or higher in English language arts (ELA) and math
- SAT or ACT minimum score

	SAT with Essay	SAT®	ACT with Writing	ACT®
Math	430	430	16	16
ELA	410	N/A	14	N/A

- A combination of meeting ELA and math requirements from the list above (for example, completing a dual credit course in math and meeting the graduation standard on the Smarter Balanced Assessment in ELA).
- Sequence of career and technical education (CTE) courses, including completing a Core Plus branded program (additional information will be available in November 2019)
- Armed Services Vocational Aptitude Battery (ASVAB) (additional information will be available in November 2019)
- **HB 1599 did not extend the expedited waiver beyond the Class of 2020. The Class of 2021 must use one of the graduation pathways to meet the pathway graduation requirement.**
- **Students with IEPs can access any of the graduation pathways to meet the pathway requirement.**
- **In addition, students with IEPs in the Class of 2021 can continue to [access the Certificate of Individual Achievement](#) to meet this requirement. HB 1599 discontinues the use of the Certificate of Individual Achievement for all classes after the Class of 2021.**

**\*\*[Other statewide graduation requirements](#) (a High School and Beyond Plan and the required high school credits) are applicable, in addition to any locally determined graduation requirements.**

**Assessment Results:** Below are the scale score ranges for all achievement levels on the Smarter Balanced assessments. 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.

<b>Smarter Balanced</b> (score descriptors)	
<b>Level 4</b>	Thorough understanding of/ability to apply skills
<b>Level 3</b>	Adequate understanding of/ability to apply skills
<b>Level 2</b>	Partial understanding of/ability to apply skills
<b>Level 1</b>	Minimal understanding of/ability to apply skills

<b>SBA Literacy</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>Grade 3</b>	2001-2366	2367-2431	2432-2489	2490-2811
<b>4</b>	2032-2415	2416-2472	2473-2532	2533-2867
<b>5</b>	2056-2441	2442-2501	2502-2581	2582-2916
<b>6</b>	2079-2456	2457-2530	2531-2617	2618-2937
<b>7</b>	2082-2478	2479-2551	2552-2648	2649-2964
<b>8</b>	2097-2486	2487-2566	2567-2667	2668-2989
<b>High School*</b>	2102-2492	2493-2582	2583-2681	2682-3032

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

\* High School cut scores for graduation requirements are different from these accountability measures. In order to meet the graduation standard see scores outlined in the graduation requirements table above.

**District Wide Data Analysis:** When focused on reforming schools and improving student achievement, standardized tests are used in a few 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 an 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 that particular policies are in the best interest of children.

### **Specific Student Achievement Analysis:**

The intent of state testing is to determine a student's skills and knowledge outlined by our state learning standards in reading, writing, math and science. However, the score on each test is only a snapshot of a student's performance. **Overall academic performance should always be taken into account, not just a student's state testing scores.**

Each year we receive score reports for each student that participated in state testing. These reports describe each student's overall performance on the test and how they did in particular categories assessed. We send a copy of these reports home to parents and retain a copy in each student's file.

Attached is a sample student score report for each subject.