

ESHB 2224: “The Assessment Law”

Section 1: Locally Administered Assessments

Beginning in 2018–19, students...may take and pass a **locally determined course** in the content area and may use the passing score on a locally administered assessment tied to that course...as an **objective alternative assessment** for demonstrating that the student has met or exceeded the high school graduation standard.

- The course must be **rigorous** and consistent with the student's educational and career goals identified in his or her high school and beyond plan, and may include career and technical education equivalencies in English language arts or mathematics.
- Local district-administered assessment must be comparable in rigor to skills and knowledge that students must demonstrate on the statewide student assessment and is **objective** in its determination of student achievement of the state standards.
- OSPI shall develop a process by which local school districts can submit assessments for review and approval for use as objective alternatives.
- OSPI will post a compiled list of approved assessments and comparable scores.

Transition courses—Shall be considered an approved locally determined course and assessment.

A course offered in high school where successful completion by a high school student ensures the student college-level placement at participating institutions of higher education (e.g., Bridge to College).

Dual credit—a student who completes a dual credit course in ELA or math and earns college credit may use passage of the course as an objective alternative assessment.

Interventions and supports—students who have not earned a certificate of academic achievement before the beginning of grade eleven [will be provided] the opportunity to access interventions and academic supports, courses, or both, designed to enable students to meet the high school graduation standard.

Section 2: COE Eliminated as an assessment alternative

Appeals

OSPI will create an expedited appeal process for classes of 2014–2018 to waive requirements pertaining to CAA/CIA for eligible students.

To be eligible, students must have:

- met all other graduation requirements (2014–2017);
- and attempted at least one alternative assessment (2018).

Can be initiated by parent/guardian, student, principal but district is responsible for submitting the appeal. It must be demonstrated that the student has the necessary skills and knowledge to meet the high school graduation standard and to successfully achieve his or her college or career goals. Pathways for demonstrating may include, but are not limited to:

- (A) Successful completion of a college level class in the relevant subject area;
- (B) Admission to a higher education institution or career preparation program;

- (C) Award of a scholarship for higher education; or
- (D) Enlistment in a branch of the military.

Section 3: Smarter Balanced HS assessment moves to grade 10

Math and ELA high school assessment will be administered in grade 10 starting with class of 2020.

The State Board of Education will set the equivalent student performance standard that a **tenth grade student** would need to achieve on the state assessments to be on track to be career and college ready at the end of the student's high school experience.

Section 4: High School and Beyond Plan

Each student must have a high school and beyond plan to guide the student's high school experience and prepare the student for postsecondary education or training and career.

- Initiated in grade 7 or 8
- Updated to reflect HS assessment results
- The plan must identify available interventions and academic support, courses, or both, that are designed for students who have not met the high school graduation standard, to enable them to meet the standard

All high school and beyond plans must, at a minimum, include the following elements:

- (A) Identification of career goals, aided by a skills and interest assessment;
- (B) Identification of educational goals;
- (C) A four-year plan for course taking that fulfills state and local graduation requirements and aligns with the student's career and educational goals; and
- (D) By the end of the twelfth grade, a current resume or activity log that provides a written compilation of the student's education, any work experience, and community service.

Section 5: Science assessment

- Based on the Next Generation Science Standards (NGSS)
- Beginning with the class of **2021**, students must meet science standards requirement

To access the bill in its entirety: <http://app.leg.wa.gov/billsummary?BillNumber=2224&Year=2017>