



SUMMARY OF FINDINGS

2013–14 OSPI-Developed Assessments

Social Studies, The Arts, Health, Fitness, and Educational Technology

Purpose

This high-level synopsis captures school district-level use of the OSPI-developed assessments (or other assessment strategies) administered in Social Studies, The Arts, Health, Fitness, and Educational Technology during the 2013–14 school year in Washington state. Districts submitted their data to the Office of Superintendent of Public Instruction (OSPI) through the iGrants system.

Find out more: www.k12.wa.us/Assessment/OSPI-DevelopedAssessments.aspx.

Legislation

[RCW 28A.230.095](#)

Social Studies, Arts, Health, and Fitness

[RCW 28A.655.075](#)

Educational Technology

District Use & Reporting

As of October 30, 2014, 100 percent of Washington’s 295 school districts submitted the required state reports through the iGrants system to record the implementation of assessments or other strategies in Social Studies, The Arts, Health, Fitness, and Educational Technology. Although the report itself is mandatory, actual usage data — OSPI-developed or other assessment strategies — remains optional.

This table captures the high-level report data related to the use of OSPI-developed assessments or other strategies for Social Studies, The Arts, Health, and Fitness. The percent of districts reporting use of Educational Technology assessments includes only those that specifically implemented OSPI-developed Educational Technology assessments.

Percentage of Districts That Use Assessments

	Social Studies*	Arts	Health	Fitness	Educational Technology
Elementary	98%	97%	93%	98%	34%
Middle	99%	96%	93%	98%	35%
High	98%	96%	95%	96%	29%

*Represents an average for social studies and civics (reported separately).

The Office of Superintendent of Public Instruction is the primary agency charged with overseeing K–12 education in Washington state. Led by State School Superintendent **Randy Dorn**, OSPI works with the state’s 295 school districts to administer basic education programs and implement education reform on behalf of more than one million public school students.



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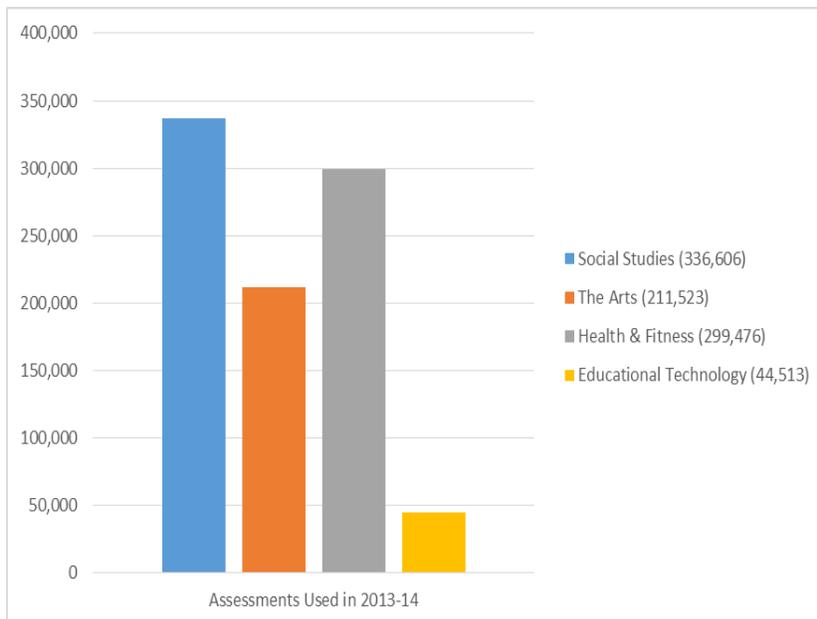
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Districts were asked to provide optional information that included how many and which specific assessments were administered.

- In 2012–13, 200 districts completed the optional information that indicated 824,253 assessments were administered.
- In 2013–14, 214 districts completed the optional information that indicated 892,118 assessments were administered.

While the data collected represent the reported number of assessments administered, they do not capture the actual number of students assessed, as some students may have completed more than one assessment. However, the data provide useful information about which assessments are being used and will guide how OSPI and state partners continue to support their implementation.



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Optional Survey

An optional survey was completed by 68 school districts (23 percent of those that reported). The survey collected feedback on the administration of assessments in these subjects at the district level.

Consistent themes among the comments:

- The assessments help teachers have a common focus for their discussions and comparisons of student work and students' ability to demonstrate their knowledge and skills.
- The assessments provide consistency in our curriculum and ensure that the various elements are covered in the classroom.
- The assessments help us see what the actual performance of the standards looks and sounds like.
- The assessments help us have common expectations.
- The assessments help ensure students get a well-rounded educational experience.
- The assessments make teachers aware of their responsibility to collect evidence of student learning with some criteria.
- Time to collaborate and grade as a team remains the single biggest challenge for teachers.
- Teachers need more training opportunities.

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