



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

REPORT TO THE LEGISLATURE

# UPDATE: Washington Comprehensive Assessment Program (WCAP)

*2022*

**Authorizing Legislation: RCW 28A.300.041**

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# EXECUTIVE SUMMARY

As required by Revised Code of Washington (RCW) 28A.300.041 (8), the Office of Superintendent of Public Instruction (OSPI) and the State Board of Education (SBE) must report on state standardized assessments for the 2021–22 school year. This report also includes a summary of SBE activities concerning the state assessment system and OSPI and SBE actions that are anticipated for school year 2022–23.

The state assessments, which are one of many indicators of student learning, are intended to gauge a student’s performance relative to grade-level learning goals in English language arts (ELA), mathematics, and science.

The 2021–22 school year included two test administrations. One took place in the fall; this was delayed from the prior school year as a result of the U.S. Department of Education (ED) offering [flexibility to extend the statewide testing windows](#) into the beginning of the 2021–22 school year. The other test administration took place in the spring.

The fall 2021 Smarter Balanced Assessment (SBA) for ELA, mathematics, and science tests were not typical in timing of the test administration or in the length of the test, but did give an indication of student learning and progress. There were no changes to the length of the Washington Access to Instruction and Measurement (WA-AIM), the alternate assessment of ELA, mathematics, and science. For ED reporting purposes, these fall 2021 tests are considered part of the 2020–21 testing year.

Both fall 2021 and spring 2022 assessment data are summarized below in this report. Additional information is posted on the [Washington State Report Card](#).

# 2021–22 TEST SCORES

On September 9, 2022, OSPI released data from the spring 2022 state assessments and the document [State Test Scores a Promising Signal of Pandemic Recovery](#) from which the following data and quote are pulled. See below for explanations on each assessment.

*"There is no question that COVID-19 significantly impacted the learning environment. The disruptions of remote learning, quarantine and isolation, and transitioning back in person after periods of learning remotely are evident in the decrease in proficiency from spring 2019 to spring 2022. However, the incredible work of our educators and families to support students is evident in the recovery we are seeing across grade levels and subjects."*

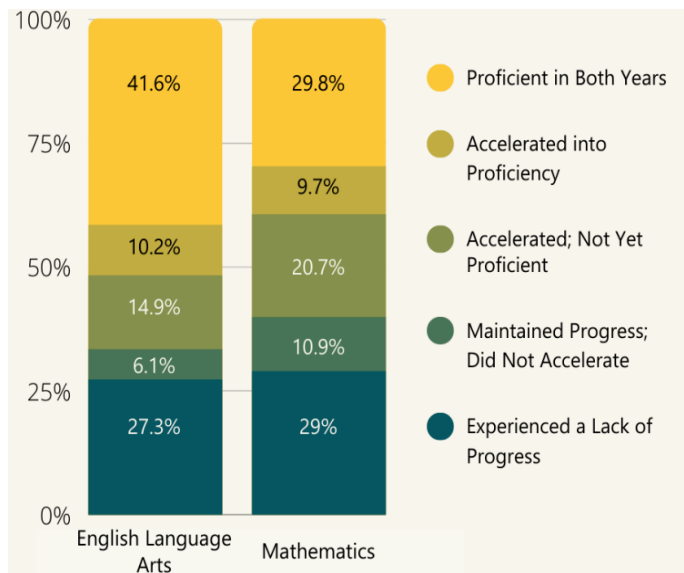
–Superintendent Chris Reykdal

**Figure 1: State Level Participation and Results**

Subject	Fall 2021 Participation	Fall 2021 Met Standard	Spring 2022 Participation	Spring 2022 Met Standard
ELA (SBA)	91.2%	47.7%	94.7%	50.7%
ELA (WA-AIM)		43.1%		38.7%
Math (SBA)	91.1%	30.4%	94.3%	37.7%
Math (WA-AIM)		48.6%		43.7%
Science (WCAS)	75.7%	45.8%	86.9%	42.7%
Science (WA-AIM)		24.7%		25.3%

**Source:** Report Card Assessment Data, 12/16/2022.

**Figure 2: Student Progress: Fall 2021 to Spring 2022**



**Source:** Report Card Assessment Data, 12/16/2022.

# STATEWIDE STUDENT ASSESSMENT SYSTEM

## Washington Kindergarten Inventory of Developing Skills (WaKIDS)

WaKIDS is a three-part transition process that helps to ensure a successful start to the K–12 experience and connect the key adult in a child’s life. There are three parts:

- **Family Connection** is a one-on-one meeting with a child’s family/guardians to welcome them to the K–12 system. This is known as a Family Connection Meeting.
- **Early Learning Collaboration** aims to foster relationships with early learning providers to transition children to kindergarten. This practice can create a sense of continuity for children to promote a shared understanding of kindergarten readiness and ultimately provide a smooth transition for children and families.
- **Whole-child Assessment** is an authentic whole-child observational assessment where teachers observe children during everyday activities (transitions, instruction, activities at learning centers, and so on).

In 2021–22, teachers conducted WaKIDS Whole-child Assessments in fall 2021 to assess the skills, abilities, and development of incoming kindergarten students. Because of the pandemic, the WaKIDS assessment deadline was extended from October 31 to November 12. The mostly in-person assessment reported observations for 76,604 kindergarten students.

## Smarter Balanced Assessment (SBA) System

Washington is a member of the Smarter Balanced Assessment Consortium (SBAC). Washington students and educators have access to a comprehensive suite of standards-aligned assessments and tools for English language arts (ELA) and mathematics—including instructional supports, interim assessments, and summative assessments—to support effective teaching and maximize learning for each individual student.

### Smarter Balanced Assessment

SBA is a summative assessment measuring students’ progress toward college and career readiness in ELA and mathematics for grades 3–8 and 10 as described in the [Washington Learning Standards for English Language Arts](#) and the [Mathematics K–12 Learning Standards](#). The summative assessments are typically given toward the end of the school year, have four levels of performance, and consist of two online parts: a computer adaptive test (CAT) and a performance task (PT). ED granted states some flexibility for spring 2021 testing, including extending the test window to the beginning of the 2021–22 school year and having shorter assessments. Washington elected to use both flexibilities. Results for both fall 2021 and spring 2022 are available on the [Washington State Report Card](#).

On April 14, 2021, [Superintendent Reykdal announced the postponement of spring 2021 tests to fall 2021](#). OSPI provided fall testing information via a [bulletin on May 28, 2021](#). The SBA fall 2021 test window was September 27 to November 10, 2021. This was communicated on the [OSPI Timelines & Calendar webpage](#). For the test itself, OSPI's goal was to minimize the impact to scheduling and classroom instructional time, so the [fall 2021 test design](#) consisted only of a CAT portion comprised of all machine-scored questions. There was no PT administered in fall 2021.

Students took tests in fall 2021 that aligned with their grade level during the 2020–21 school year (for example, 5th grade students in fall 2021 took 4th grade ELA and math tests). Approximately 520,249 students were tested in SBA ELA and approximately 520,218 in mathematics.

The SBA spring 2022 test window was March 7 to June 10, 2022. This was communicated on the [OSPI Timelines & Calendar webpage](#). The test design used in spring 2022 was an [adjusted blueprint developed by Smarter Balanced](#). The adjusted blueprint included both CAT and PT portions and both machine-scored and human-reader scored questions. The adjusted blueprint was longer than tests students took in fall 2021, but shorter than tests students took in spring 2019. Students took tests in spring 2022 that aligned with their grade level during the 2021–22 school year (for example, 5th grade students in spring 2022 took 5th grade ELA and math tests). Approximately 534,466 students were tested in SBA ELA and approximately 532,458 in mathematics, a slight increase from fall 2021.

## **Interim Assessments**

The SBAC-provided interim assessments are optional assessments local educators can use to provide actionable data about student knowledge and abilities to help teachers target instruction to meet students' individual learning needs. There are three types of interims: Interim Comprehensive Assessments (ICAs), Interim Assessment Blocks (IABs), and Focused Interim Assessment Blocks (Focused IABs).

In school year 2021–22, due to the fall testing, interim assessments were available from November through the end of the school year. Interim assessments were available to administer to students both in person and remotely. Approximately 36,000 ICAs and approximately 490,000 IABs and Focused IABs were taken by students during the school year. For students who completed interim assessments, schools could access individual results and score reports, student responses to interim questions, and group-level summary reports.

## **Tools For Teachers**

The SBAC-provided Tools for Teachers is a collection of instructional resources used to support the interim assessments. Tools for Teachers features teacher-created lessons and activities to enhance instruction and are not an assessment given to students. Embedded within these resources are formative assessment strategies that educators can use to gather information about student learning toward the standards and performance on the SBA and interim assessments.

Smarter Balanced also provided a platform within Tools for Teachers to further support educator use of interim tests and interim items. This platform is called the Interim Assessment Item Portal (IAIP). The IAIP provided a way for educators to search for specific interims or interim questions by test or learning standard, create paper version of interims including customizing those paper versions with questions from across different interims, and view scoring resources.

Tools for Teachers and the IAIP were available to educators during the entire 2021–22 school year.

## **Washington Comprehensive Assessment of Science (WCAS)**

The Washington Comprehensive Assessment of Science (WCAS) is a summative assessment measuring the level of science proficiency that Washington students have achieved based on the [Washington State K–12 Science Learning Standards](#) in grades 5, 8, and 11. The tests are typically given toward the end of the school year and are comprised of item clusters and standalone questions. They have four levels of performance.

Like the ELA and math tests, the 2020–21 WCAS was delayed to the start of the 2021–22 school year. The WCAS fall 2021 test window was September 27 to November 10, 2021. Also like the ELA and math tests, the fall test was shorter than it had been previously; information about the shorter [fall 2021 test design](#) was posted online in September 2021. The test design consisted only of item clusters, no stand-alone questions, and included both machine-scored and human reader-scored questions. Students took tests that aligned with their grade level during the 2020–21 school year (for example, 6th grade students in fall 2021 took the 5th grade test). Approximately 192,767 students took the fall 2021 WCAS.

The WCAS spring 2022 test window was April 11 to June 3, 2022. The spring 2022 test was the full-length design, as had been used in 2018 and 2019. Approximately 212,134 students took the spring 2022 WCAS.

## **Washington Access to Instruction and Measurement (WA-AIM)**

WA-AIM is the alternate assessment of ELA, mathematics, and science and is designed for students with the most significant cognitive disabilities. As with SBA and WCAS, WA-AIM has four levels of performance. It is designed with performance tasks. Because daily interaction between teacher and student can be impacted by student learning interruptions and other health factors, the test administration window begins in late February and closes in early May. While the administration window is a set timeframe, the item and form content used in the assessment is available throughout the school year for instructional purposes.

In 2021–22 the WA-AIM administration opened on January 31 and closed May 6, 2022. Approximately 5,226 students took the spring 2022 WA-AIM. Figure 3 breaks up this participation by grade level.

**Figure 3: Number of Students with Valid Test Scores by Grade**

<b>Grade</b>	<b>2021–22 Tested Students</b>
3	720
4	761
5	647
6	599
7	622
8	611
10	653
11	613

**Source:** Spring 2022 WA-AIM Technical Report, October 2022.

## **WIDA ACCESS**

The state administers an annual assessment to multilingual/English language learners to provide information on the progress students are making toward proficiency as well as to establish student eligibility to transition from English language development (ELD) services. The state also administers a screener to potential multilingual students within ten days of registering to attend a Washington school, as required by RCW 28A.180.090, to determine initial eligibility for ELD services.

In 2021–22, Washington began administering the WIDA ACCESS as the annual assessment to determine English language proficiency and which students remain eligible to continue receiving ELD services. The previous English language proficiency assessment was ELPA21. WIDA tests four domains of language (reading, writing, speaking, and listening) with six levels of performance in each domain.

WIDA administration opened on January 31 and closed on March 25, 2022. A remote testing option was not available. Over 92% (121,400 out of 131,085) of the expected multilingual/English language learner population participated partially or fully in the assessment. Only about 1% of those who began testing did not complete the full assessment. Schools and districts will use scores to make program service decisions as in previous years. Students without test scores, or with incomplete test scores, will continue with program services until they receive scores from their next annual assessment.

Because the WIDA annual assessment was new for Washington, in April 2022 OSPI convened a committee of educators from all regions of the state to make recommendations about scores and exit criteria for multilingual/English language learners. Published details are available in [WIDA ACCESS Exit Criteria section of the ELP Assessment Update for May 19, 2022](#).

## **WIDA Alternate ACCESS**

Like the content assessments, WIDA Alternate ACCESS is the complement for measuring English language proficiency for multilingual/English language learners with the most significant cognitive



disabilities. The WIDA Alternate ACCESS administration window mirrored the dates of the WIDA ACCESS assessment. Approximately 1,400 students participated in WIDA Alternate ACCESS in spring 2022.

## STATE ASSESSMENT DATA SYSTEM COMPONENTS

The Comprehensive Education Data and Research System (CEDARS) is a broad database of educational data that is used to support the state assessment system. Each year OSPI uses CEDARS and accompanying databases to collect data that supports state-required statewide assessment and associated administration. These data are used for accountability and to monitor overall student achievement.

### COST SUMMARY

As a result of having two testing windows for Smarter Balanced and WCAS during the 2021–22 year, the approximate cost per student (\$36.85 for Smarter Balanced and \$25.01 for WCAS) was slightly higher than past years. Approximately 22% of the state’s actual assessment costs were funded by federal grants, with the remaining balance funded by state appropriation.

OSPI and associated assessment service providers acknowledged that some testing costs associated with the 2020–21 school year would be split across both 2021 and 2022 fiscal years due to this unusual testing year. Figure 4 represents the costs for both fall 2021 and spring 2022 assessments.

**Figure 4: Fiscal Year 2021–22 Cost Summary**

Assessment	Anticipated Costs	Actual Costs	Comments
<b>WaKIDS</b>	\$1,22,947	\$1,122,947	Fees are based on the number of student observations each year.
<b>SBA</b>	\$21,823,410	\$21,662,332	Reductions were realized as a result of hosting advisory and planning and meetings virtually versus in-person.
<b>WCAS</b>	\$6,266,956	\$6,171,075	Item development was paused during 2020–22 plus advisory and planning meetings were held virtually versus in-person.
<b>WA-AIM</b>	\$1,676,082	\$1,676,082	Cost for administration, scoring and reporting were the same as anticipated.
<b>WIDA ACCESS &amp; WIDA Alt. ACCESS</b>	\$4,128,295	\$4,016,082	Yearly fee based on population estimates. Fewer students were tested and screened

Assessment	Anticipated Costs	Actual Costs	Comments
Other	\$236,354	\$164,174	Miscellaneous cost reductions including fewer translations and no SAT/ACT reimbursements.
<b>TOTAL</b>	<b>\$35,254,044</b>	<b>\$34,812,692</b>	

## SBE'S ACTIVITIES AND ROLE

Statute directs SBE to provide consultation to OSPI in the development and maintenance of the statewide academic assessment system in reading, writing, mathematics, and science (RCW 28A.655.070(3)(a)). The Board also identifies the scores students must achieve to demonstrate meeting standard on statewide assessments, and to demonstrate career and college readiness using the SAT and ACT (RCW 28A.305.130(4)(b)(i)).

Furthermore, SBE sets scores for graduation on certain assessment graduation pathway options such as the Armed Services Vocational Aptitude Battery (ASVAB) (RCW 28A.655.250), and scores for students to earn credit on the General Education Development (GED) high school equivalency test and world language and American Sign Language proficiency tests (RCW 28A.320.192).

Major areas of Board work that involve the assessment system includes graduation requirements—particularly graduation pathway options—and the system of accountability and school recognition.

### Activities of the Board in 2021–22

The main activities of the Board concerning the assessment system included:

- Adoption of permanent rules for an emergency waiver program for students graduating in 2021 through 2024. The program provides districts with the authority to waive certain graduation requirements for students whose ability to meet graduation requirements was disrupted by the COVID-19 pandemic, including assessment graduation pathway options. The permanent rules extended a waiver program that the Legislature authorized the Board to establish in 2020.
- Review of graduation requirements, including graduation pathway options that rely on state tests, as well as college entrance tests and dual credit tests, for alignment with the state Profile of a Graduate.
- Review of the state accountability and school recognition processes.

# ANTICIPATED ACTIVITIES IN 2022–23

## Anticipated Activities of SBE

The Board plans on beginning activities to verify that the scores for graduation on state tests and the tests used as graduation pathway options are appropriate for graduation purposes. The Board may also examine achievement level scores for all grade levels of the Smarter Balanced state tests and other tests related to graduation pathway options.

Since the Class of 2008, when students were first required to pass an exit exam for high school graduation, care has been taken with any new test or changed test to make sure that the scores used were appropriate standards for graduation and as consistent as possible with any previous tests and standards. It is important to review and reexamine scores for graduation, as well as achievement level scores, on all state assessments.

Since the high school graduation score was identified, the SBA in Washington has changed in format several times:

- The test changed from an 11th grade test to a 10th grade test, resulting in adjusted [achievement level scores recommended by OSPI](#), but the graduation score was not changed.
- The test used in fall 2021 was shortened to address challenges associated with the COVID-19 pandemic; Superintendent Reykdal wrote a letter (included as an attachment to the 2021 Washington Comprehensive Assessment Program) suggesting no change to achievement level or graduation scores were needed.
- The test used in spring 2022 was longer than the fall 2021 test, but was not the same length as the test used in 2019.

OSPI staff affirmed to SBE that in 2020, the SBAC worked with its members to develop a shorter (adjusted) blueprint that was designed to:

- Measure the same construct that was measured in 2019.
- Meet rigorous technical standards for reliability.
- Fit into a smaller footprint to reduce the logistics associated with test administering.

Except for a small number of ELA reading passage sets that no longer worked in the shortened blueprint, the item pools, calibrations of the items, and the underlying scale for the items are identical. The adjusted form is designed to have the same meaning by only reducing the adaptive portion of the test by about 50%. The performance tasks were maintained in their entirety because they are designed to be an integrated set of measures that cannot be reduced.

OSPI staff also indicated that OSPI and its assessment vendor performed analyses on comparability between the full and adjusted SBA. The initial analyses are available as Appendix A of this report. Final results will be included as part of the [Smarter Balanced annual technical report](#).

The current scores for graduation were intended as temporary scores to be used as the system adjusted to new standards and assessments. The Board plans to start evaluating questions such as:

- How has the system adjusted to a change in learning standards and assessments?
- Is the graduation score the correct score to use, or should the system transition to the Smarter Balanced Level 3 score for graduation and when?
- Are state assessments and the assessments used for graduation well aligned with the state accountability and school recognition system, as well as to graduation requirements?
- Are the achievement level threshold scores and graduation scores still the right standards?
- When new or revised state learning standards are adopted, what is the impact on assessments and scores?
- Should the state undertake new standard setting for graduation and achievement levels, and if so, when?

Scores for graduation were developed in complex ways and were altered multiple times across changes in learning standards, tests, and testing formats. Appendix B lists tests used for graduation and summarizes some of the changes to the tests and scores over time.

## **Anticipated Activities of OSPI**

- As part of the Federal Peer Review process, OSPI plans to conduct onsite and desk test monitoring during the test windows of the 2022–23 school year. Specific districts and dates have not been finalized.
- OSPI will review the WIDA ACCESS exit criteria and screener eligibility criteria in the future, along with test results and other data, to ensure appropriate identification.
- WIDA is in the process of updating the Alternate ACCESS. The new test is expected to be field tested in 2023 and operational in 2024. OSPI plans to establish exit criteria for the Alternate ACCESS when the revised test is available.
- OSPI anticipates releasing a Request for Proposals (RFP) in summer 2023 for the purpose of securing vendor services to provide ELA, mathematics, and science test administration.

# CONCLUSION

The Washington Comprehensive Assessment Program is a maturing and stable program assessing student learning growth as they move through school. The spring 2021 tests were delayed until fall 2021 and resulted in two testing windows during school year 2021–22 for some assessments. The state’s obligated costs for two test administrations in one school year were scheduled to be slightly higher than previous years. However, the actual expenses billed were approximately \$441,000 less than anticipated.

The fall 2021 Smarter Balanced and WCAS tests were shortened to ensure students and teachers would have as much time as possible at the start of school year to establish relationships, routines, and activities. In addition to meeting the federal requirement for testing, the tests were a brief check-in on student learning status.

Spring 2022 testing occurred as scheduled beginning as early as January 31, 2022, for the alternate assessments, March 7 for the Smarter Balanced Assessments, and April 11 for WCAS. Testing concluded at the end of the school year 2021–22.

OSPI and SBE will continue to report on student assessment in 2022–23 and beyond.

# APPENDICES

## Appendix A: SBA Adjusted Blueprint Initial Analyses

Simulations were run using 3,000 tests in grades 3–8, and 5,000 tests at the high school level. For the simulations, items were reduced within a claim based on the adjusted blueprint. For each operational 2018–19 Washington summative test, the individual items that fit the adjusted blueprint were randomly selected within a claim and combined to form a projected estimate of student performance on the adjusted blueprint. The projected estimate of student performance on the adjusted blueprint was used in the analyses. Results are summarized by subject:

### Math

- Overall test results based on the adjusted blueprints were found to have a high level of reliability. Reliability across grades 3–8 and high school ranged from .86 to .92 (adjusted blueprint) and .92 to .95 (full blueprint).
- Strong correlation between scale scores on the full blueprint (.97) and the adjusted blueprint (.98).
- The average conditional standard error of measurement (CSEM) for the overall test for the adjusted blueprint was 27 to 47 scale score points and 19 to 35 scale score points for the full blueprint.
- Like results from the full blueprint, the standard error of measurement was smallest (more precise) in the middle of the scale score distribution, which is where the cut scores are located.
- Found a high percentage of agreement between student performance on the adjusted and full blueprint, across all grades (94% to 95% agreement).
- Found a strong correlation between average item difficulty and estimated ability across grades 3–8 and high school, ranging .83 to .94 (adjusted blueprint) and .90 to .95 (full blueprint).

### ELA

- Overall test results based on the adjusted blueprints were found to have a high level of reliability. Reliability across grades 3–8 and high school ranged from .85 to .87 (adjusted blueprint) and .92 (full blueprint).
- Strong correlation between scale scores on the full blueprint (.95) and the adjusted blueprint (.96).
- The average conditional standard error of measurement (CSEM) for the overall test for the adjusted blueprint was 36 to 46 scale score points and 26 to 32 scale score points for the full blueprint.

- Like results from the full blueprint, the standard error of measurement was smallest (more precise) in the middle of the scale score distribution, which is where the cut scores are located.
- Found a high percentage of agreement between student performance, across all grades, on the overall test was comparable between the adjusted and full blueprint (90% to 93% agreement).
- Found a strong correlation between average item difficulty and estimated ability across grades 3–8 and high school, ranging .89 to .92 (adjusted blueprint) and .90 to .93 (full blueprint).

Smarter Balanced is planning further quantitative and qualitative analyses of the adjusted blueprint, using data from multiple states from the spring 2022 administration. Given that comparability is not a binary decision, but rather a complex evaluation of multiple sources of evidence, the evaluation process requires multi-disciplinary reviews and discussions. Based on the combination of the final quantitative and qualitative analyses, the Consortium may propose refinements to the adjusted blueprint. Consistent with a continuous improvement process, a revised adjusted form would subsequently be evaluated to ensure that it meets the rigorous requirements to assert that the full and adjusted forms are comparable.

## Appendix B: Assessments Used for Graduation

The following table lists tests used for graduation and summarizes some of the changes to the tests and scores over time.

For example, looking at the English Language Arts (ELA) test for graduation, the basis for the graduation score for ELA were scores identified by the Commission on Student Learning, followed by the Academic Achievement and Accountability (A+) Commission ([SBE meeting minutes, March 2006](#)) on the Washington Assessment of Student Learning (WASL) in the early 2000's. Later, the name of the test was changed to the High School Proficiency Exam (HSPE). In 2015, score setting was performed on the Smarter Balanced tests—which was based on different learning standards, was a different kind of test (computer adaptive) and was administered in a different grade than the HSPE. The Smarter Balanced tests had consortium-developed achievement levels, and Level 3 was the “college- and career-readiness level,” the level that showed a student was on-track to be career- and college-ready by the time they graduated high school.

But, because of all the differences between the HSPE and the Smarter Balanced tests, the Board approved an [“equal impact” approach](#) (approved in January 2015) during a transition period to new standards and new assessment. Based on this approach a graduation score on the Smarter Balanced test was identified (equivalent to about a 2.6 achievement level) that impacted students taking the Smarter Balanced assessment approximately the same as students who had taken the HSPE. That is, the score was set so approximately the same percentage of students met the graduation standard.

**Figure 5: Assessments Used for Graduation with Information on Score-setting**

Assessment Subject	Dates	Assessments	Comments
<p><b>State Assessment— ELA</b></p>	<ul style="list-style-type: none"> <li>• Original ELA WASL score setting for high school tests in 2005.</li> <li>• SBAC exit exam scores set in August 2015 at a level to match the pass rate of the ELA HSPE.</li> <li>• SBAC scores reviewed January 2018.</li> </ul>	<ul style="list-style-type: none"> <li>• Washington Assessment of Student Learning</li> <li>• Renamed High School Proficiency Exam</li> <li>• Smarter Balanced 11th grade</li> <li>• Smarter Balanced 10th Grade</li> <li>• Smarter Balanced shortened fall 2021 version due to COVID</li> <li>• Smarter Balanced adjusted spring 2022 version</li> </ul>	<ul style="list-style-type: none"> <li>• The original score on the Washington Assessment of Student Learning (WASL) was set by the Commission on Student Learning in early 2000’s (before SBE had authority to set scores).</li> <li>• The WASL later changed to the High School Proficiency Exam (HSPE), but the assessment in English was the same assessment.</li> <li>• ELA SBAC exit exam scores were set based on an “equal impact” on students as previous HSPE.</li> <li>• Reviewed for the change to a 10th grade test in 2018.</li> </ul>
<p><b>State Assessment— Math</b></p>	<ul style="list-style-type: none"> <li>• Original math WASL score setting in 2005.</li> <li>• Math End-of-Course (EOC) scores adopted August 2011.</li> <li>• August 2015 exit exam scores on SBAC adopted, based on EOC scores.</li> <li>• Scores reviewed January 2018.</li> </ul>	<ul style="list-style-type: none"> <li>• Washington Assessment of Student Learning</li> <li>• Math End-of-Course Exams</li> <li>• Smarter Balanced 11th grade</li> <li>• Smarter Balanced 10th Grade</li> <li>• Smarter Balanced shortened fall 2021 version Due to COVID</li> <li>• Smarter Balanced adjusted spring 2022 version</li> </ul>	<ul style="list-style-type: none"> <li>• The original score on the Washington Assessment of Student Learning (WASL) was set by the Commission on Student Learning in 2005 (before SBE had authority to set scores).</li> <li>• In 2011 the state changed the format of the math from a comprehensive test to End-of-Course tests.</li> <li>• The exit exam scores on the SBAC assessments were set based on an “equal impact” on students as previous exit exams End-of-Course exams in math.</li> <li>• The SBAC scores were reviewed for change to 10th grade test in 2018 but no change to the graduation score was made.</li> </ul>



Assessment Subject	Dates	Assessments	Comments
<b>State Assessments for student with significant cognitive disabilities Math and ELA</b>	<ul style="list-style-type: none"> <li>Score on WAAS Portfolio set August 2013</li> <li>Score on WA- AIM set August 2015</li> </ul>	<ul style="list-style-type: none"> <li>Washington Alternative System (WAAS-Portfolio)</li> <li>Washington Access to Instruction and Management (WA-AIM)</li> </ul>	<ul style="list-style-type: none"> <li>The exit exam scores on the state assessments were set based on an "equal impact" on students as previous exit exams (WAAS-Portfolio).</li> </ul>
<b>SAT—Reading/Writing</b> (Graduation pathway option, previously an approved assessment alternative)	November 2007, reviewed August 2016, and January 2018 due to changes in the SAT	<ul style="list-style-type: none"> <li>SAT</li> </ul>	<ul style="list-style-type: none"> <li>Established based on the State Assessment graduation scores for the WASL.</li> <li>Reviewed in August 2016 because of changes to the SAT and January 2018 because of a change in the SAT reading and writing format.</li> </ul>
<b>SAT—Math</b> (Graduation pathway option, previously an approved assessment alternative)	November 2012, August 2016	<ul style="list-style-type: none"> <li>SAT</li> </ul>	<ul style="list-style-type: none"> <li>Established based on the State Assessment graduation scores for the WASL.</li> <li>Reviewed in August 2016 because of changes to the SAT.</li> </ul>
<b>ACT—Reading/Writing</b> (Graduation pathway option, previously an approved assessment alternative)	November 2007, August 2016	<ul style="list-style-type: none"> <li>ACT</li> </ul>	<ul style="list-style-type: none"> <li>Established based on the State Assessment graduation scores for the WASL and through concordance with SAT.</li> </ul>
<b>ACT—Math</b> (Graduation pathway option, previously an approved assessment alternative)	November 2012, August 2016	<ul style="list-style-type: none"> <li>ACT</li> </ul>	<ul style="list-style-type: none"> <li>Established based on the State Assessment graduation scores for the WASL and through concordance with SAT compared to previous score for validity.</li> </ul>
<b>ASVAB</b> Graduation pathway	November 2019	<ul style="list-style-type: none"> <li>Armed Services Vocational Aptitude Battery</li> </ul>	<ul style="list-style-type: none"> <li>Established in rule as the score needed to serve in a branch of the military. SBE posts the minimum score at least annually by September 1.</li> </ul>

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