



Washington Office of Superintendent of
PUBLIC INSTRUCTION

*Washington's Statewide
Assessment and
Accountability 2020–21
Strategic Waiver*

WASHINGTON'S STATEWIDE ASSESSMENT AND ACCOUNTABILITY 2020–21 STRATEGIC WAIVER

2021

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Superintendent of Public Instruction

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The Honorable Ian Rosenblum, Deputy Assistant Secretary
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Dear Deputy Assistant Secretary Rosenblum:

I am writing to request a strategic waiver for the state of Washington, pursuant to section 8401(b) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended, of requirements, which are detailed in this document. Stakeholders (e.g., district leaders, educators, community-based organizations, legislators, and families) were consulted throughout the development of this waiver, and Washington has aligned this waiver request with our strategic plans and legislative requirements, all designed to further the improvement of public education and its outcomes, through support and effective instruction for all of our public-school students, ages 3–21.

Washingtonians, including youth and children, are still reeling from the COVID-19 pandemic which has swept through the state over the last 12 months, impacting in-person instruction and data collection for 2019–20 and 2020–21. The need for continued closure of school facilities in many school districts, necessitating a continuation of remote instruction, has disproportionately impacted some students, families, and communities, due to their location, access to reliable internet and technology, and personal and instructional needs. Our statewide plan, with its focus on equity, prioritizes the learning needs of students furthest from educational justice which requires an examination of which students engaged the least during the pandemic, and consideration of how to meaningfully accelerate learning as school buildings continue reopening for in-person instruction. This includes students with disabilities, English learners, students experiencing homelessness, students experiencing poverty, students of color, and other students facing opportunity gaps identified in the district- and school-level data.

While we are in the process of transitioning back to in-person services statewide, we continue to meet with stakeholders to plan for learning recovery and social-emotional needs of our students, prioritizing those that support the students who were disproportionately impacted. At the same time, districts are creating legislatively required plans, due to OSPI by June 1, which detail activities to address the needs of students. These activities are anticipated to address students' learning needs and include the provision of mental health services and supports, planning and implementing summer learning and supplemental afterschool and tutoring programs. Plans address how the district will continue to administer high-quality locally determined assessments to assess academic progress, implement evidence-based activities to meet the comprehensive needs of students, provide information and assistance to families on how to effectively support students, and improving student attendance and engagement in remote learning.

Washington state has a long history of statewide assessments, as well as a demonstrated willingness by many families to consider opting their children out of the assessment for various reasons. This waiver request includes our plan to transition from a broad educational assessment to a rigorous census of students, which I assert will meet the same objectives while minimizing the disruption that assessment would have during these difficult times. The efficacy of a broad-based assessment is risky given our state's history of opt-out and our methodology proposed in this request will more accurately determine impacts to student groups. It allows us to collect state data on the effectiveness of our system, while maintaining a

strong focus on instruction and formative assessments, thereby allowing teachers to do what they do best: teach.

Thank you for the consideration of this request.

Sincerely,

A handwritten signature in blue ink that reads "Chris P.S. Reykdal". The signature is written in a cursive style with a large initial 'C' and a stylized 'S' at the end.

Chris Reykdal
Superintendent of
Public Instruction

BACKGROUND

Washington's Superintendent of Public Instruction is seeking a waiver of previously approved state assessment requirements from the United States Department of Education (ED) for the 2020–21 and 2021–22 school years due to the COVID-19 pandemic and its ongoing and long-term impact on Washington's public schools students and families. As most students received remote instruction for a portion of the 2020–21 school year (with many still in remote learning), the Office of Superintendent of Public Instruction (OSPI) and local districts are unable to guarantee the conditions for validly-interpreted and reliable summative assessments for all students during the COVID-19 pandemic, in a safe environment. This multi-prong waiver proposal uses the flexibility of the 95% participation rate noted in the ED letter to assess a representative sample of student groups. As noted in multiple research briefs, including a [memo](#) from Harvard's Graduate School of Education Andrew Ho, "states should view their spring efforts as an educational census rather than an educational assessment" (2021). OSPI proposes that a sample of approximately 50,000 Washington students be assessed in English language arts (ELA), mathematics, and science in the spring of 2021. The use of a sampling methodology for the statewide assessments will achieve three specific goals:

1. Reducing the total number of students assessed will provide a more targeted approach to advancing educational equity by gaining valid and reliable data on student groups impacted by the disruption of COVID-19.
2. Allowing our state to position statewide assessments and accountability more appropriately in a framework that includes classroom, school, and district-based assessment systems.
3. Adapting our overall approach and footprint of our statewide assessment will free up resources, time, and supports to target and maintain our immediate focus on supporting students' social, emotional, and academic development.

In addition, the Legislature and OSPI will require that districts use a combination of locally determined assessments, student self-assessments, and communication with families to inform practices to impact student learning. This includes the following:

- Completion and approval of the required March 1 Reopening Schools Progress Report by all districts as required by newly passed legislation House Bill (HB) 1368 (2021). This required school districts to submit a plan for reopening school buildings for in-person learning using the current Washington State Department of Health framework.
- Completion of the Academic and Student Well-Being Recovery Plan to OSPI by June 1. This was also a requirement of HB 1368, and requires district to submit plans for addressing learning and well-being recovery for students over the summer and beyond. This will include a complete description of grade-level assessments and diagnostic tools used by each district.
- Administration of the COVID-19 Student Survey to students in grades 6–12. Topics on the survey include remote learning experiences, mental and physical health, COVID-19 precautions, and social supports during the pandemic.
- Administration of the English Language Proficiency Assessment (ELPA21) and the WIDA Alternate Access for English learners continues and will be administered by districts during an extended 19-week window beginning March 22, 2021.

Commitment to Equity

Last spring, the Washington OSPI made commitments to students, schools, and communities in these four areas:

1. Support Students Furthest from Educational Justice
2. Protect Health and Safety
3. Provide Access to Connectivity and Hardware
4. Leverage Local Expertise and Provide Training

Washington is firmly positioned in the understanding that we must continue to promote equity and access for all students by directing supports where they are most needed. The action that accompanies this belief is to adjust how we operationalize our commitment to equity by focusing on civil rights obligations, differences in student access to the resources that are needed to provide an adequate opportunity to learn, and to strengthen self-efficacy/beliefs and belonging indicators. In this strategic waiver we prioritize historically underserved youth including English learners (ELs) and Dual Identified students who also receive special education services. Supreme Court decisions affirm all public schools must take steps to ensure that ELs meaningfully participate in educational programs. By requiring all state-identified language learners take the ELPA21 and/or WIDA Alternate ACCESS, and extending the assessment window, districts and families will have access to data supporting their meaningful participation in educational programs, access to core content instruction and exit the Bilingual program in a timely manner.

These commitments are stronger now than ever before. To adhere to this commitment, OSPI has made clear that districts, schools, and classrooms must create the conditions for students to be safe, to build relationships, and to set high and rigorous goals not only for learning, but for their path beyond their K–12 experience. To achieve this, educators must optimize opportunities for student learning through high quality, engaging, and rigorous instruction informed by formative assessments for learning. In this document, Washington state OSPI outlines our commitment to equity and our plan to support student learning by prioritizing instructional time, assessing a representative sample of students across the state, and through the use of locally determined and impactful classroom-based authentic, productive assessments, including the Student Survey. Many districts will choose to use assessments such as the mathematics and ELA interim assessments that are currently available statewide.

Summary of Request

Addressing student learning needs requires a prioritization of targeted, effective, and engaging instruction, led by educators informed by current student-level data. Our current reality, in which some students receive in-person instruction in a school facility, while others continue with remote instruction, does not permit the historical administration of statewide assessments to at least 95% of our student population, nor do we think we should implement previous assessment plans. We will use this opportunity to modify our assessment plan. While additional information is provided later in this application (see Table 1), in summary, our plan for 2020–21 includes:

- Prioritizing support to districts to implement locally determined English language arts (ELA), mathematics, and science assessments for all students to collect student-level data and report

- annually to families and communities about student learning.
- Administering the Smarter Balanced assessments, Washington Comprehensive Assessment of Science (WCAS) and the Washington Access to Instruction and Measurement (WA-AIM) to a representative sample of students to get meaningful statewide results in ELA, mathematics, and science. The tests would be administered to 3rd and 7th graders in ELA, 5th and 10th graders in mathematics, and 8th graders in science, and include students in all federal and state required student groups.
 - The methodology will be a stratified, two-stage cluster sampling plan, developed in collaboration with the University of Washington. It involves stratifying districts by their educational service district (ESD), randomly sampling districts in each ESD (stage 1), and then randomly selecting schools within selected districts (stage 2). All students in that grade level within selected schools would be assessed on the appropriate grade-specific subject test. Approximately 10,000 students in each of the five grades would be expected to test, for a total of approximately 50,000 students assessed.
 - The analysis, combined with other measures, will help the state determine the educational impact of the pandemic on specific student groups.
 - Reporting the percentage of students who were assessed and not assessed, based on the sample.
 - Continuing to provide districts with test administration resources and require:
 - In-person testing for the English Language Proficiency Assessment (ELPA21) and alternate assessment for English Learners (EL),
 - The timely completion of the Individuals with Disabilities Education Act (IDEA) individual diagnostic evaluation and re-evaluation requirements, and
 - Participation in the statewide assessment if selected as part of the sample.
 - Implementing a student survey that collects information regarding access to educational resources, opportunity to learn, and self-efficacy/beliefs, results of which will help inform instructional and support practices and contextualize assessment data.
 - Continuing to implement the Washington ESSA Consolidated Plan for the 2021–22 year in the following areas:
 - Completing and reporting graduation rate and School Quality or Student Success (SQSS) Indicator calculations for:
 - 9th grade on track
 - Advanced course-taking (dual credit)
 - Chronic absenteeism
 - Administering the English Language Proficiency Assessment (ELPA21) and WIDA Alternate ACCESS for ELL and report EL progress.
 - Waiving the Washington ESSA Consolidated Plan requirements for the 2021–22 year in the following areas:
 - Completing and reporting on student academic growth as measured by Student Growth Percentiles (SGPs) for elementary and middle schools.
 - Reporting the:
 - Number and percentage of students with most significant cognitive disabilities taking an alternate assessment (students with significant cognitive disabilities will be included in the representative sample for testing and Washington will provide data on participation and representation within the larger sample for students taking the alternate assessment), and

- Interim progress toward meeting goals on proficiency on annual assessments.

Unprecedented Challenges in 2020–21

As Washington students returned to instruction, almost all of which was remote learning, this fall, the focus was, and continues to be, in the tending to student immediate needs: physical, social-emotional, and academic. We know that in our communities, many students and families have experienced trauma related to the extended impact of the COVID-19 pandemic. Every student demographic has experienced the impact of the pandemic, but it continues to disproportionately impact students with disabilities, English learners, students experiencing homelessness, students experiencing poverty, students of color, and other students facing opportunity gaps identified in the data.

Educators prioritize face-to-face services for students. Wherever possible, districts are serving students in school buildings by working in partnership with the local health authority and by adhering to rigorous health and safety protocols. As the pandemic continues past the first year, a majority of Washington's students continue to be served through continuous remote learning. All school buildings were closed March through June 2020, and schools served students through remote instruction. This fall as the pandemic continued, school facility closures persisted in many areas throughout the state. In December 2020, fewer than 15% of Washington state's students were served physically in school buildings. School systems are prioritizing in-person instruction for youngest learners and for learners furthest from educational justice. Those schools that have started to provide in-person instruction, typically through hybrid approaches where students are in-person for a portion of the week and continuing remote learning the rest of the week, have generally done so with students in grades PreK–2, with plans to continue increasing in-person instruction for students in higher grades.

Through OSPI's partnerships with Washington State Department of Health (DOH), local health authorities, and Governor Inslee, parameters have been established to determine when it is safe for a school district to serve students in person. OSPI is collecting weekly data from school districts, and as of February 15, 2021, around 30% of students are experiencing some in-person learning. As of March 2021, 60% of our schools in Washington state have at least one grade back in person. Regardless of how schools are serving students, students will have missed some instruction accomplished in a typical learning year. OSPI asserts that this lost instruction is best assessed and intervened at the classroom level using locally determined assessments in order to gauge the extent of the negative impacts of the pandemic on student learning and to plan for learning recovery for each student. In addition, districts are using these assessments to plan for learning recovery programs for students beginning in spring (March 1, 2021) and summer (June 1, 2021), emphasizing acceleration academies rather than remediation strategies.

In order to prioritize instructional time as students return to school buildings, Washington state will implement a sampling method for the statewide assessment. This will allow for the collection of information on how the pandemic has impacted student learning across the state, without necessitating the disruption in instruction for all students. The representative sample will focus on students in grades 3 and 7 for the English language arts assessment, grades 5 and 10 for the mathematics assessment, and 8th grade for the science assessment. This reduces the impact of the assessment from 17 grades and content areas if all students were administered the assessment to only five grades and contents assessed through the

sampling methodology. This will enable OSPI to gather results on a statewide level and show those results by student groups of those students sampled. OSPI will be able to determine disproportionate impact among student groups as well as the impact of in-person versus remote instructional modalities.

Summative State Assessment Conditions and Uses

As charged through No Child Left Behind (NCLB), Elementary and Secondary Education Act (ESEA), and now through Every Student Succeeds Act (ESSA), Washington state has employed a robust system for deploying, administering, scoring, analyzing, and reporting assessment results for ELA and mathematics through the Smarter Balanced Assessments (SBA), for science through Washington Comprehensive Assessment of Science (WCAS), and for ELA, mathematics, and science for students with the most significant cognitive disabilities through the Washington Access to Instruction and Measurement (WA-AIM). These assessments are used at the state level to measure how well students are meeting grade-level learning standards, no matter where they go to school throughout Washington state's K–12 public schools.

The statewide assessment results (i.e., SBA, WCAS, WA-AIM) are system-level indicators, and are tied to graduation pathways, to student and school supports, accountability, and to program funding. However, reliable and validly interpreted results are dependent on a strict set of conditions for both student test-taking experiences and for appropriate data use and reporting. Due to the pandemic and state and local health guidelines, Washington's schools will be better equipped to provide the necessary student test-taking experience safely for a subset of students (i.e., a representative sample of those students who would, under normal circumstances, test), by using the flexibility of the 95% participation waiver.

In 2020–21, the foundational conditions for administration of summative assessments in Washington cannot be safely met for all students. Summative test results for assessments administered remotely would not be reliable, comparable, generalizable, or valid for their intended purposes and would needlessly remove students from additional instructional opportunities. For this reason, Washington has determined that remote testing, meaning the student and the test proctor are in different physical locations, would not be an option provided. Instead, Washington proposes to administer state assessments to a representative sample of students who would otherwise take the SBA, WCAS, and WA-AIM tests for purposes of generating state-level data that can be used for system analyses such as comparison of student groups. With this approach, educators could leverage administration practices that are familiar from previous years, even if those administrations are carried out with fewer students and/or smaller groups of students. Finally, district, school, and classroom-selected assessments would be used to determine student-level learning and to design instruction during learning recovery, acceleration, and the following school year.

Technical Considerations and Assessment Experts' Recommendations

OSPI engaged Washington's Assessment National Technical Advisory Committee (NTAC) several times in proactive conversations about spring 2021 summative testing. Based on discussions in February and early March 2021, the group of assessment experts developed this statement regarding OSPI's consideration of a sampling model:

"NTAC reviewed the developing plans for conducting spring 2021 assessments by the Office of Superintendent of Public Instruction (OSPI). It is the intent of OSPI to replace the usual census testing design with a sampling

model. While the sampling model has not yet been finalized (at the submission of this statement), OSPI has been working with researchers at the University of Washington to generate a suitable design. NTAC supports this effort by OSPI to modify statewide testing in a way that both complies, in good faith, with federal assessment requirements and also recognizes the many challenges and obstacles faced by Washington's schools due to the ongoing pandemic. The TAC discussed a number of concerns regarding the interpretability and validity of the assessment results that will be produced by conducting testing this spring. However, the effort by OSPI to try to implement a modified version of statewide assessment under difficult circumstances is believed to be a reasonable approach."

Meetings with NTAC members in May and September 2020 included discussions of testing students remotely (i.e., the student and the test proctor are in different physical locations). In short, the consensus recommendation of the NTAC members was that Washington should not administer summative tests in spring 2021 in remote settings. The NTAC members expressed concerns about the validity of any inferences and interpretations made based on results, and questions about equity during remotely administered assessments.

Of primary concern was the wide range of instructional approaches used throughout Washington this school year. Nearly all students began the school year in remote instruction situations—assuming that they were able to engage with instruction due to the newness and difficulty of the start of the year under the pandemic conditions—and some may end up spending the majority of the school year in a remote learning model, as reported by districts and shared through [OSPI's School Reopening Data Dashboard](#). The NTAC expressed that any assessment given remotely to those students is likely to measure those remote instruction situations more than measuring student learning.

Some examples they gave were:

- Students' remote learning environments vary so widely that standardized administration across these variations is not possible.
- The variability in learning environments will increase the possibility of testing irregularities, as well as test security concerns.
- There will be equity disparities as it is not feasible to provide students with the necessary supports/accommodations during remote testing (e.g., a trained scribe, print-on-demand).

They concluded that the results of remote assessments would not give valid and reliable information to educators and families about actual student learning with respect to the state learning standards. In addition, they noted that the tests, while designed to be administered online, were not designed to be administered remotely. Because the tests were not designed in this way, the tests and test results have not been evaluated for accountability purposes when administered remotely.

The NTAC members were also clear that there should be no high-stakes decisions based on any test scores from spring 2021, especially any tests given remotely.

In addition, some NTAC members recommended that Washington use the interruption in testing as an opportunity to develop a 5- to 10-year plan for state assessments that are more informative for classroom educators and families. This plan would start by examining lower-stakes assessments, such as state-

provided mathematics and ELA interim assessments, and locally determined assessments, as a tool to provide more real-time and actionable information for educators, students, and families to use.

Washington's plan to gather a representative sample of students to test would attend to some of the concerns raised by NTAC members. Results from testing a representative sample will provide a statewide picture, rather than a school or district picture, of learning gaps that can be explored better and further through locally determined assessments. And, finally, through sampling, we hope to minimize the disruption that assessment would have during these difficult times.

Peer Review Elements

For the 2020–21 school year, many states will face challenges to maintaining some aspects of a high-quality state assessment system. The pandemic's impact will affect the administration of assessments, as well as how one might use or interpret the results of the assessments. Various critical elements in the peer review process will undoubtedly be affected by circumstances this year, but we believe a sampling methodology using established Smarter Balanced, WA-AIM, and Washington Comprehensive Assessment of Science assessments will allow Washington to adhere most closely to the principles of quality assessment and produce the most meaningful statewide results.

Due to the variability in learning models this year and because most students are still at least partially in remote learning environments, assessment participation rates will undoubtedly be compromised. Attempting to test all students would likely result in extreme selection bias of test results. By working with researchers at the University of Washington and local schools and districts, we will focus testing efforts and supports on a representative sample. We will report information about the sample and its participation data.

Established procedures for including students with disabilities and for including English learners will be implemented as they are typically, including accommodations and designated supports.

Assessment Resource Prioritization

The global health crisis has limited Washington's resources for safely administering in-person on-site instruction and secure test administration. Washington's schools have health and safety restrictions that apply to on-site services, including assessment. To require local educational agencies (LEAs) to bring all students in for in-person testing, in contrast to safety requirements related to distancing and potential recommendations to continue remote learning from local health authorities, is not a defensible requirement.

For this reason, Washington is proposing to test a sample of students in select grades for ELA, mathematics, and science. This prioritization approach would provide a state-level snapshot of student performance across a continuum of grades for all three content areas as well as students groups from across Washington. This snapshot would provide the state-level system the necessary information to support system decisions. This approach would not adversely affect or burden schools or individual students with concerns of administering a large-scale summative assessment in multiple content areas, but rather allow them to focus on the important work of instruction and equitable access for all students.

Sampling would also allow Washington to attend to inclusion of students from all demographic and student-service groups. There are socioeconomic and regional differences in access to robust, reliable internet service that disproportionately impact students already furthest from educational justice which includes students who engaged the least during the pandemic, and may include students with disabilities, English learners, students experiencing homelessness, students experiencing poverty, students of color, and other students facing opportunity gaps identified in the data. Sampling in these areas would ensure representation of these students in the state aggregate.

Priority would also be given to both our yearly English Language Proficiency Assessment (ELPA21) and the individual evaluations and reevaluations required within the Individuals with Disabilities Education Act (IDEA) have significant student-level consequences. The administration of the yearly ELPA21 constitutes a student's sole opportunity to exit EL status in 2020–21, which impacts course-taking and service provision. Likewise, evaluations required within IDEA provide educators with essential information to help make appropriate related service and instructional support decisions for students with disabilities. Our waiver request prioritizes limited on-site resources, to assist districts to meet the assessment needs of students with disabilities or who are emergent bilinguals.

Protecting Parent/Family Access to Achievement and Growth Data

Washington's certificated teaching and administrative staff are held accountable for classroom teaching. Revised Code of Washington ([RCW 28A.150.240](#)) requires that parents and guardians and school administrators are notified of each student's growth and development. Implementation of this policy is monitored, and district superintendents provide assurances that the law is met annually. This ensures families remain informed about their child's academic growth and development.

Teachers, principals, and district administrators throughout the state use locally determined assessments that reflect core content instruction. Data acquired from these assessments are then used to provide meaningful information to develop instruction and measure and report student growth and development to parents and guardians.

Assessment System Redesign to Support Academic Achievement

Now is the time for OSPI, educational service districts (ESDs), and school districts to help teachers build capacity in their classroom-based, culturally responsive formative assessment practices to better understand their learners and plan for student learning. Assessments that are relevant, timely, and inform instruction should be ongoing and embedded throughout the cycle of instruction.

Teachers:

- Are best positioned to determine the content, the timing, and the method for ongoing assessment of how well students are learning content, and to what degree they are making progress toward meeting standards.
- Know their students' assets, strengths, challenges, interests, and what motivates and engages them in learning.
- Set goals for students based on what they know and what they need to learn next for progression of

knowledge.

- Align assessment to the instruction based on the goals set for student learning.
- Plan for student self-assessment and for reflection by both the student—to build student agency—as well as the educator—to build relationships between the student and teacher.
- Use the results of instruction to reflect on the effectiveness of that instruction and to make plans for next steps in that instruction. Formative assessment practices inform teachers about what worked in their instruction, what didn't work, and what needs to change to meet each student's needs.
- Collaborate with colleagues to analyze student learning and further reflect on and refine instructional decisions improving practice overall.

Assessment and Instructional Resources

To support districts in building teacher capacity in use of effective formative assessment practices and in use of assessment resources such as the Smarter Balanced Interim Assessments at the classroom level to inform instruction, OSPI will allocate additional funds to provide resources for professional learning.

The focus of the professional learning offered to teachers must be on equitable and inclusionary instructional and assessment practices. Teachers need to consider how they will get real, meaningful, and actionable data about how each student is learning. This means teachers must also be using impactful language acquisition strategies, and Universal Design for Learning (UDL) strategies to ensure all students are able to access grade level standards, engaging and relevant instruction, and be able to show what they know and can do through classroom-based assessments.

Under the proposed sampling plan, not all students would take summative state tests this year. OSPI encourages educators to use locally determined assessments to gather information about all students' learning toward curricular goals. As one of multiple measures, all Washington educators have access to the Smarter Balanced ELA and mathematics interim assessments and interim supports. This includes the ability to administer interims to students during times of remote instruction, [guidance on standardized interim administration](#), access to every interim question and its scoring information for use in non-standardized ways, [an interim overview resource](#), and [other technical support documents](#).

These interim assessments can serve a variety of educator needs. To better support the range of possible uses, local educators may establish the timeframe, administration policies, and scoring practices for interim assessments. Educators can also select interims and interim questions to better align with the local scope and sequence of instruction as one measure to support their understanding of students' skills and knowledge. In this way, interim assessments can provide "just in time" information about students' learning based on or in preparation for instruction better than summative assessments. Finally, all interim questions have the same characteristics as summative test questions: aligned to grade-level standards; representative of the range of Depth of Knowledge (DOK) rigor; organized into the Smarter Balanced domains, claims, and targets; and accessible through the same suite of student accessibility features, i.e., Universal Tools, Designated Supports, and Accommodations.

However, interim assessments are not intended to be used for accountability or evaluation purposes, such as educator effectiveness; program evaluation or decisions; or comparisons among educators, students, schools, or districts. This is due to the lack of rigorous standardization restraints placed on interim

assessment use. Rather, interim assessments are designed as low-stakes assessments that support teaching and learning throughout the year, and OSPI believes interims and students' interim data and results should be used primarily for teachers' instructional decision-making. As a result, Washington requests that ESSA accountability requirements for the 2021–22 year be waived for completing and reporting on student academic growth as measured by Student Growth Percentiles (SGPs) for elementary and middle schools and identification of schools and changes in school designations for 2021–22 (with data from 2020–21).

Washington COVID-19 Student Survey

Washington state consists of a rich terrain and diverse population. To identify the disparities across all areas of the state and help better understand students' thoughts, feelings, and behaviors during the COVID-19 pandemic, OSPI, the Department of Health (DOH), the Health Care Authority (HCA), and the Psychiatry & Behavioral Sciences in the University of Washington School of Medicine (UW) have developed a survey called the "COVID-19 Student Survey" that will be administered to schools serving students in grades 6–12 throughout the state in the spring of 2021. The data will inform school leaders and staff in identifying, prioritizing, and implementing safety measures, academic, and social and emotional needs in the diverse regions across Washington as students return to school facilities this spring and again in the fall.

Schools participate in the anonymous and voluntary student survey is free. Topics on the survey include (but are not limited to) student remote learning experiences, mental and physical health, COVID-19 precautions, and social supports during the pandemic. Results from the survey will help teachers, school leaders, families, community partners, and policy leaders understand the actions needed to better help meet the needs of youth. Student responses will be sortable by ESSA demographic reporting categories (i.e., race, ethnicity, gender, disability status, migrant status, English proficiency, and income status). The survey will be available to students in English and Spanish.

Sampling Methodology

The proposed student assessment plan for spring 2021 aims to drastically reduce testing burdens on students, schools, and districts across Washington, while simultaneously fulfilling the need to obtain precise, representative estimates of students' academic proficiency levels. The proposal is two-pronged: first, we would reduce the number of tests to five grade levels, with only one subject per grade level assessed (grade 3 ELA, grade 5 mathematics, grade 7 ELA, grade 8 science, and grade 10 mathematics); and second, for each of these five grade levels, we propose to implement a stratified, two-stage cluster sampling plan in place of assessing all students. The sampling methodology has been developed in collaboration with the University of Washington College of Education.

More specifically, for each grade level, the sampling plan involves stratifying districts by their educational service district (ESD), and then randomly sampling 50% of districts in each ESD (stage 1). Of those districts selected, 25% of schools would then be randomly selected for participation (stage 2). All students in that grade level within selected schools would be assessed on the appropriate grade-specific subject test. Given current enrollment estimates, the sampling plan would include approximately 10,000 students for each of the five grades, for a total of approximately 50,000 students assessed.

Use of random selection, stratified by ESD, would ensure that the resulting sample of assessment data would be representative of the state's varied sizes, demographic characteristics, and instructional practices. Further, the relatively large number of districts proposed for sampling would facilitate a high precision of estimates (i.e., low margin of error) for nearly all student categories. Importantly, in addition to providing us with an accurate statewide estimate of students' proficiency levels, these data will also afford us with precise information about changes in our students' proficiency levels pre- and post-pandemic, as a whole and by student groups.

This said, there are several relatively small student groups that comprise 1% of the population or less. For these student groups, the sample sizes would be very small which in turn would result in proficiency estimates with less precision than other student groups. We are proposing that we would be able to obtain higher precision about proficiency levels for these very small categories by combining grade levels tested on the same subjects. In essence, we would achieve higher precision by creating a pooled proficiency estimate for smaller sized student groups.

WASHINGTON STATE 2020–21 STRATEGIC WAIVER REQUESTS

Washington is committed to equity and acknowledges the need to support our most impacted students to meet their postsecondary goals in 2020–21 and beyond. Table 1 below outlines the ESSA requirements that Washington requests to be waived, how OSPI will provide alternate, supplemental information, and ESSA requirements that OSPI will maintain in the following columns:

- ESSA requirement/description: lists the assessment related portions of applicable federal law.
- Request Waiver?:
 - Yes: OSPI is asking to waive this requirement entirely.
 - No: OSPI is not asking to waive this requirement.
 - Strategic: OSPI is asking to waive parts of the requirement, but not all.
- WA Requests and Commitments: describes OSPI plans if the waiver is granted.

Table 1: WAIVER REQUEST, by ESSA Section

ESSA Requirement/ Description	Request Waiver?	Washington’s Requests and Commitments
Administering required assessments during school year 2020–21 1111(b)(2)	Strategic	<p>Washington proposes to administer English language arts (ELA), mathematics, and science summative assessments (general and alternate) to a representative sample of students in spring 2021. The sample would be of students in 3rd and 7th grades for the ELA assessment, 5th and 10th grades for the mathematics assessment, and 8th grade for the science assessment.</p> <p>Washington is committed to gathering opportunity to learn information in a variety of ways, to help guide decisions at the state, local, and classroom levels. The additional data can highlight inequitable opportunities for students and will complement the Washington School Improvement Framework (WSIF) data history.</p> <ol style="list-style-type: none"> a. COVID-19 Student Survey for students in grades 6–12, administered Spring 2021* b. Connectivity and devices data. Fall 2020 district-level data. c. Learning model (fully remote, hybrid, fully in-person): Winter and Spring 2021 weekly district-level data.
Accountability and school identification requirements 1111(c)(4) and 1111(d)(2)(C-D)	Strategic	<p>Washington will use the results from the representative sample of students who participate in spring 2021 testing to generate state-level data as done in previous years. This data will not be aggregated at the district or school levels, so there will not be associated school</p>

		accountability or identification.
Report Card Provisions		
1111(h)(1)(C)(i) Accountability system description	No	Report Card will continue to include description of accountability system.
1111(h)(1)(C)(ii) Assessment results	Strategic	State-level results for select grades of ELA, mathematics, and science results will be generated and reported for federally required student groups. Washington requests a waiver from reporting school and district ELA, mathematics, and science results.
1111(h)(1)(C)(iii)(I) Other academic indicator results	Yes	Washington requests a waiver from reporting the academic indicator that measures student growth.
1111(h)(1)(C)(iv) EL proficiency assessment results	No	English language proficiency data would be reported (ELPA21 and WIDA Alternate ACCESS).
1111(h)(1)(C)(v) SQSS indicator results	No	Washington would report the three SQSS measures from 2020–21: 9th grade on-track, dual credit, and regular attendance.
1111(h)(1)(C)(vi) Progress toward long-term goals and measurements of interim progress	Strategic	Washington requests a waiver from reporting interim progress toward meeting goals on proficiency on annual assessments. Washington would report graduation progress and EL proficiency.
1111(h)(1)(C)(vii) Percentage of students assessed and not assessed	Strategic	Washington will report the percentage of students who were assessed and not assessed based on the sampled population. The data and analysis of the representativeness of the tested students will be used to support interpretations of and a narrative describing state-level results.
1111(h)(1)(C)(xi) Number and percentage of students with most significant cognitive disabilities taking an alternate assessment	Yes	Washington requests a waiver from reporting the number and percentage of students with most significant cognitive disabilities taking an alternate assessment. Students with significant cognitive disabilities will be included in the representative sample for testing. Washington will provide data on participation and representation within the larger sample for students taking the alternate assessment.

English Learners (ELs) and English Language Proficiency Assessments

As written in the OSPI Equity Statement, we ensure educational equity goes beyond equality. *“It*

requires education leaders to examine the ways current policies and practices result in disparate outcomes for students." The Equity Statement, when combined with the civil rights obligations specific to English learners, provides clear and concise guidance in how Washington will proceed beyond equality. Civil rights law, enacted with the *Lau v. Nichols* (1974) Supreme Court decision, states that all public schools must take affirmative steps to ensure that students who are ELs can meaningfully participate in educational programs.

To determine whether a language instruction educational program (LIEP) is sufficient in addressing student needs, the *Castañeda* (1981) framework articulates three standards for districts:

1. The program is based on sound educational theory or research.
2. The program is implemented effectively with adequate resources and personnel.
3. The program is evaluated as effective in overcoming language barriers.

Per the *Castañeda* framework, schools receiving any federal funding are required to implement evidence based LIEPs that facilitate student language development and provide opportunities for ELs to meet challenging content standards. The state firmly supports the civil rights requirements to move forward in its commitment to equity and civil rights when it is deemed safe by local health departments. OSPI proposes the following guidance to districts and their school communities regarding administration of the annual English Proficiency assessment (i.e., ELPA21) and the WIDA Alternate ACCESS assessment.

During 2020–21, districts will administer the ELPA21 and WIDA Alternate ACCESS assessments under either of the following conditions:

1. If the district has coordinated with their local state health authority and the local school board has deemed it safe for students to return to school.
2. If families who choose to maintain in-home schooling opt to have their child assessed at a school site.

A change in the assessment administration start date and an extension to the testing window was communicated to support districts with flexibility of administration of these two assessments. The change in the historical start date of early February will allow districts needed time to coordinate, prepare, and communicate in multiple languages the safety protocols, operational aspects of administration of the assessments, and ensure the testing environment is appropriate for each student. The extension of the testing window will allow districts flexibility to ensure identified students are assessed and offer the needed time to work with families to communicate the many facets of a change in assessment protocol.

The following order of the administration of the assessments is as follows:

- Districts will coordinate testing for all state-identified bilingual students served in buildings in-person (in the school building).
- Districts will provide an assessment opportunity for all families and guardians who have state identified EL students and provisionally identified students (including those who are not receiving instruction in-person or in school buildings).
- Districts must provide the right for families to opt out of the assessment if families and guardians deem it unsafe for their child to return to the building to take the assessment.

Students with Disabilities

The requirements and needs for students with disabilities are addressed throughout this document. Students with disabilities will also be included in the representative sample for the state assessment, in the selected grades, as will students with significant cognitive disabilities taking the WA-AIM. For those participating in state assessments, the accommodations included in their Individualized Education Program (IEP) will be provided. WA will provide data on participation and representation within the larger sample for students taking the WA-AIM. Evaluations and reevaluations, required under the IDEA, will be timely provided by districts. For students with disabilities who are also English learners, they will receive opportunities to participate, with accommodations in the ELPA21 and WIDA Alternate ACCESS, as needed.

Connection to Perkins V

Perkins V requires states to report annually on secondary core indicators of performance, and disaggregated performance of students by race, ethnicity, gender, and special populations in areas including academic proficiency in reading/language arts, mathematics, and science as quality program measures of career and technical education (CTE) programs. Washington utilizes the identified state academic assessments to reflect these requirements, which inform state level investments of Perkins Leadership and Reserve funds. Local school districts, skill centers, and tribal compact schools utilize this data in addition to other program quality measures to inform the Comprehensive Local Needs Assessment (CLNA) and local Perkins application to invest in the improvement of local CTE programs. Washington will use assessment data from 2019 until new comprehensive results are available.

OSPI will support the use of local assessment data at school districts, skill centers, and state-tribal education compact schools including, but not limited to, data gathered through industry credential/technical assessments, interim assessments, or assessments given in equivalency courses to inform CLNA or program improvement and investment aligned to ELA, mathematics, and science competency. In consultation with the Office of Career Technical and Adult Education (OCTAE) and stakeholder groups, we anticipate renegotiating state-determined performance targets as needed.

Stakeholder Engagement

OSPI solicited public comment on the waiver proposal between March 16–22, 2021. The opportunity for public comment was announced in several ways, including through a public webinar (view a [recording of the webinar](#)), a [webpage](#) with information about the proposal, social media posts, an email notice to thousands of stakeholders, as well as emails from Superintendent Reykdal to numerous district staff and educational stakeholder groups. The email announcements were sent to thousands of stakeholders, including district superintendents, tribal compact and charter school leaders, principals, assessment coordinators, special education directors, migrant and bilingual staff, curriculum directors, business officers, legislators, thousands of families and community members, various state commissions, and over 7,000 education partners and advocacy organizations throughout the state.

Additionally, members of the state Special Education Advisory Committee (SEAC) provided input, as per Washington Administrative Code (WAC) 392-172A-07060 and the Individuals with Disabilities Education Act (IDEA) §300.167. Separate smaller stakeholder meetings were held with state legislators, Governor Inslee’s office, coalitions representing the business community, as well as community-based organizations.

Interested stakeholders could submit written feedback via an online survey by sending a message to a dedicated email address. We received 586 comments through the survey and 8 through email, for a total of nearly 600 written comments.

OSPI staff reviewed the comments and assigned general categories. The majority of responses (58%) were opposed to any and all standardized testing during spring 2021. There were 110 comments (19%) that supported OSPI’s proposal of a sampling methodology. There were 31 people (5%) who provided feedback that they were opposed to the proposal. The remaining 18% provided input that was neutral, unclear as to their position on the proposal, or contained questions but not comments about the waiver request.

Comment Category	#	%
In support of the proposal	110	19%
Not in support	31	5%
Neutral or unclear	83	14%
Is a question only	26	4%
Oppose all testing	344	58%

Beyond the 344 comments which opposed all testing, we further reviewed the 31 comments that were not in support of the plan. Ten of them indicated the testing requirement should not be waived this spring and all students should be assessed. Other comments were about the methodology or approach. These included recommending different or additional grades be included in the sample, that the sampling methodology should be more specific to ensure representativeness for some student groups, or concerns about validity of the shortened Smarter Balanced assessment.

Many of the comments received were about particular student groups and the impact that testing might have. For example, many people were opposed to requiring the English language proficiency assessment (ED is not considering waivers of that requirement, nor is OSPI proposing a waiver). Other commenters expressed frustration about inequities given the timing of the proposal, because the alternate assessment (WA-AIM) has an earlier test window and some students have already participated in the assessment who wouldn’t otherwise be included in the sample. OSPI received feedback from multiple people regarding students who are in remote-only learning models, either as a choice for this school year specifically or they are in online programs. Commenters noted challenges and concerns about administering in-person assessments to students who otherwise do not go to school buildings.

CONCLUSION

As Washington state progresses with COVID-19 vaccine administration and safely returning all students to our K–12 public school buildings for in-person instruction, we maintain a strong focus on supporting students, families, educators, and leaders. Supports will address social-emotional learning, trauma-informed practices, mental health, utilizing classroom-based assessments, and educator judgement in providing instruction that supports the process and expectation of continual learning. This is not the time for statewide summative assessments of all students and high-stakes accountability delivered in unplanned-for environments; student time must be focused on learning and application of grade-level skills and standards, and educators engaged in assessing student learning and planning instruction around those individual results.

OSPI will continue to prioritize technical assistance and communications for activities supporting student learning, communication with families, and equity. This is a time for reviewing our investments that define student opportunity, especially for students who are most impacted by the COVID-19 pandemic, and leveraging available resources efficiently to support learning. This is not a time for deficit thinking and behaviors. This pandemic taught us valuable lessons, including reminding us of the strength, skills, and willingness of our educators to continue to provide instruction for students even with barriers that previously seemed insurmountable.

While we continue to advocate for the students and stakeholders of the public education system, we cannot place our trust solely in summative assessments that provide indefinite benefit. We are hopeful that investing instead in practices we know will make us better able to meet the needs of our students, this year and in years to come, will be supported by the United States Department of Education.

Thank you for your consideration.

APPENDICES

APPENDIX A

Letters of Support



STATE OF WASHINGTON
— OFFICE OF GOVERNOR JAY INSLEE —

March 24, 2021

The Honorable Ian Rosenblum
Acting Deputy Assistant Secretary for Policy and Programs
U.S. Department of Education
400 Maryland Ave, SW
Washington, DC 20202

Dear Deputy Assistant Secretary Rosenblum:

I am writing this letter to provide full support of the 2020-21 Washington Statewide Assessment and Accountability Strategic Waiver requested by Superintendent Chris Reykdal and the Office of Superintendent of Public Instruction (OSPI).

Washington's youth and children continue to be greatly impacted by the challenges of the COVID-19 pandemic. On March 13, 2020, I ordered school facilities statewide to be closed for in-person instruction. Now, almost a year later, I have ordered that all school districts must offer an in-person instruction model to students in all grades by April 19, 2021. Remote learning has disproportionately impacted some communities, students, and families due to their location, access to reliable internet, technology, and personal and instructional needs. Through the strategic approach outlined in this waiver request, I believe we will be able to assess impacts on students and their ongoing needs with greater fidelity than through a broad testing regime while accommodating a smooth transition back to in-person learning.

The approach proposed by Superintendent. Reykdal uses a sampling method known as a stratified two-stage approach to administer the Smarter Balanced Assessment. This will result in data that provides a more representative result. In addition, a new COVID-19 Student Survey for students in grades 6-12 will provide information on students' academic and social-emotional needs. This innovative approach allows OSPI to collect state data on the effectiveness of our educational system while maintaining a strong focus on instruction and formative assessments and student engagement. This approach prioritizes student recovery and acceleration and I am confident it will provide us with actionable data.

I recently signed legislation that requires school districts to submit learning recovery plans to OSPI by June 1, 2021, which detail activities to address the needs of students. These activities include providing mental health services and supports, implementing summer learning and supplemental afterschool and tutoring programs, administering high-quality assessments on

The Honorable Ian Rosenblum

March 24, 2021

Page 2

academic progress, aiding families on how to effectively support students, tracking student attendance, and improving engagement in remote learning.

Superintendent Reykdal continues to take actions to plan for recovery of learning and the social and emotional needs of our students, prioritizing those that support the students who were disproportionately impacted. It is without hesitation that I offer my support of this waiver to Superintendent Chris Reykdal and our students in Washington State.

Very truly yours,

A handwritten signature in black ink, appearing to read "Jay Inslee". The signature is fluid and cursive, with a large initial "J" and "I".

Jay Inslee
Governor



Strong leaders, strong schools, strong students.

1021 8th Ave. SE, Olympia, WA 98501 | www.awsp.org
360.357.7951 | 800.562.6100 | fax: 360.357.7966
facebook.com/awsp.principals | [@awsp_principals](https://twitter.com/awsp_principals)

March 17, 2021

To Whom It May Concern:

RE: OSPI's Proposed Assessment Plan

The purpose of this letter is to communicate the Association of Washington School Principal's (AWSP) full support of the Office of the Superintendent of Public Instruction's Proposed Assessment Plan for 2021. As the Executive Director of the AWSP, I write on behalf of the AWSP Executive Team, as well as the AWSP Board of Directors who represent K-12 principals, assistant principals and other school leaders from throughout the state.

The Association of Washington School Principals is a professional membership organization that boasts the highest membership of K-12 principals in the country with almost 99% of K-12 principals, assistant principals, and other school leaders represented as members. With such a strong statewide membership base we are able to connect directly with every school leader throughout the diverse contexts and regions of our state about any and all topics related to school leadership. We have robust, efficient, and effective systems in place to be the conduit of information to and from those practitioners in the field. We are the voice of principals.

We also offering one of the strongest direct connections to our most precious resource, our students, through our extensive arm of student programs. The Association of Washington Student Leaders (AWSL), an affiliate of AWSP, offers a wide variety of programs that engage K-12 students on the realities of being a learner in the system. Together, AWSP and AWSL, are the bookends of school leadership where strong schools are created and sustained by principals and students working together.

I share the strength of our membership and the power of our student programs to further illustrate that this letter comes representing both student and principal voices from our state. We experienced a year in education like none before, nor one we could ever imagine. The entire system was pushed into new methods and approaches of teaching and learning while the world grappled with the impacts of a pandemic. And, while suffering was universal for us all, our students might be the greatest victims in terms of their social, emotional, mental, relational, and academic needs.

Now is not the time to apply traditional approaches and methodologies of assessing our students when there was nothing traditional, historical or consistent about this past year. Forcing our students and school communities into uniform testing across the state would be one more dagger into the hearts, minds, and hope of both our students and adults.

OSPI's Proposed Assessment Plan represents the type of practical thinking and strategy that should exist as we frantically work to get our students back into school while simultaneously rebuilding a new future of education in our state. A sample size of students from throughout the state will provide the information we need at a systems level to continue to propel our state forward. This can and should be done, and is in the best interest of the students we serve.

Respectfully,

Dr. Scott Seaman
Executive Director - AWSP

GRADE-LEVEL COMMITTEES

Elementary Grade Level Leadership Committee
Middle Level Grade Level Leadership Committee
High School Grade Level Leadership Committee

NATIONAL COMPONENTS

National Association of Elementary School Principals (NAESP)
National Association of Secondary School Principals (NASSP)



March 23, 2021

To Whom It May Concern,

The Washington Association of School Administrators (WASA) enthusiastically offers its support to Superintendent Chris Reykdal and the Office of Superintendent of Public Instruction (OSPI) for the 2020–21 Washington Statewide Assessment and Accountability Strategic Waiver.

Here in Washington State, students have been in either a full remote or hybrid schooling model since March 2020. And while all students have been affected profoundly, our most vulnerable families and students have been disproportionately impacted most severely. To move forward with a full-scale assessment of students in Washington State will once again disproportionately burden and stress our most vulnerable students and their families.

The Washington Statewide Assessment and Accountability Strategic Waiver is designed to transition from a broad-based assessment of over 700,000 students to a model whereby a representative sampling of students would provide data and information needed to paint a clear picture of student achievement in our state. The waiver would allow OSPI to collect data on the effectiveness of our statewide system while allowing educators to maintain the current focus on instruction and formative assessments.

In a remote or hybrid learning model, instructional time is especially precious. This waiver would allow teachers to teach and students to learn, rather than spending valuable time between now and the end of the school year administering a blanket, statewide assessment. In fact, we anticipate that many parents will choose to have their children opt-out of a statewide assessment. Consequently, we believe the waiver will actually yield a sampling that is a more accurate representation of the effectiveness of the statewide education system of our state than the full-scale statewide assessment.

Schools and school districts are already thoughtfully planning for the future. In addition to work already underway, each school district will be required to submit a plan to OSPI by June 1. The plan will require districts to address students' needs and their recovery as we accelerate the transition back to in-person learning. Within the plan, districts will outline programming, strategies, and activities to identify and address student needs. The plan will focus on students' academic and social-emotional needs, including summer learning, supplemental supports, and recovery programming for students as we move into the 2021–22 school year. School districts and schools will be putting into place plans for assessment that will provide teachers and school leaders the information necessary to make well-informed adjustments that will meet students' academic and social-emotional needs—individually and collectively.

This waiver is good for kids, as teachers work to maximize learning opportunities this spring. This waiver is good for families, especially those most severely impacted by the pandemic. And finally, this waiver is good for educators as we thoughtfully plan to meet students' needs in each of our schools during this most difficult and extraordinary time.

WASHINGTON ASSOCIATION OF SCHOOL ADMINISTRATORS
PO Box 14459 | TUMWATER, WA 98511
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WWW.WASA-OLY.ORG



This waiver proposal is extremely well-thought-out and based upon sound, student-centered rationale. I offer my support, without qualification, on behalf of the WASA membership for the 2020–21 Washington Statewide Assessment and Accountability Strategic Waiver.

Sincerely,

G. Joel Aune
Executive Director

Date: March 22, 2021

Re: Support for Washington Statewide Assessment and Accountability Strategic Waiver

The Washington State School Directors' Association, representing the 1,477 elected school directors of Washington State, we offer our support to Superintendent Chris Reykdal and the Office of Superintendent of Public Instruction (OSPI) for the 2020–21 Washington Statewide Assessment and Accountability Strategic Waiver.

While Washington is known for its resiliency and can-do spirit, our Washington residents, including its youth and children, are still reeling from the COVID-19 pandemic which has swept through the state over the last 12 months, impacting in-person instruction and student data collection for the 2019–20 and 2020–21 school years. Our quick response to the pandemic, which included the need to close school facilities in many school districts, necessitating a move from in-person services to remote instruction, disproportionately impacted some communities, students, and families, due to their location, access to reliable internet, technology, and personal and instructional needs.

The innovative approach to prioritize student recovery and acceleration by administering the Smarter Balanced assessment using a sampling method known as a stratified two-staged approach and the inclusion of a new COVID-19 Student Survey for students in grades 6–12, allows for a more balanced approach to examine both the academic and social, and emotional needs of our students and why we support the 2020–21 Washington Statewide Assessment and Accountability Strategic Waiver.

Respectfully signed with the support of the WSSDA Board of Directors, representing the elected officials charged with governing the 295 school districts of Washington State,



Rick Jansons
President



Tim Garchow
Executive Director



WEA
WASHINGTON
EDUCATION
ASSOCIATION

Larry Delaney, President
Janie White, Vice President
Aimee Iverson, Executive Director

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March 17, 2021

The Honorable Ian Rosenblum
Deputy Assistant Secretary for Policy and Programs, Delegated the authority to perform the functions and duties of the Assistant Secretary for Elementary and Secondary Education
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue, SW Washington, DC 20202

Dear Deputy Assistant Secretary Rosenblum,

I am writing on behalf of the 90,000 plus members of the Washington Education Association (WEA), the largest union of education employees in the state, to express our support for the state of Washington's waiver pursuant to section 8401 of the Elementary and Secondary Education Act of 1965 (ESEA) as a result of ongoing challenges related to the novel coronavirus (COVID-19). The pandemic has laid bare the inequities in our educational system and we don't believe that we can proceed as normal with state testing. Testing as usual will not provide us the information we need to adequately meet the needs of our students, families, or school systems.

The Washington Education Association has long supported a balanced system of assessment that includes formative and interim assessments that inform decisions at the district and state level. However, that system also requires specific conditions be in place to ensure the validity and reliability of results. The conditions for a statewide summative assessment simply cannot be met this year. In fact, we have concerns that administering this assessment will do more harm than good by providing invalid information that could lead to inappropriate decision-making at the school or district level that would harm – not help – students.

The 2020-21 school year and the preceding spring of 2020 have resulted in social, economic, climate, political and personal turmoil for Washington's students and families. The global pandemic has made clear that inequitable student access to resources and support are the conditions behind opportunity gaps. These include access to technology, ability to engage in learning in the home environment, quality instructional materials, and even the basic needs that schools have often met for students including nutrition, medical care, and a safe, nurturing environment.

Despite the overwhelming challenges and regardless of the mode of instruction, our members have been working hard with students and their families to provide stability, emotional support and academic learning. While this year has been extremely tough for all involved, our members have continued to monitor the needs of their students and communicate students' progress to their families.

Testing a representative sample of students this year with a shorter test will allow for a much faster administration of the required tests and allow our educators to return more quickly to what matters most for our students: meaningful time for engagement, teaching and learning.

The WEA understands protecting the civil rights of students depends on the critical step of disaggregating student data to ensure any gaps in learning are understood and addressed. We believe that the plan OSPI has put forth to assess a representative sample of our students will provide our state a high-level understanding of how the pandemic has impacted our student sub-groups and the disproportionate impact of the pandemic that will need to be prioritized. However, our educators also have other important data such as attendance, grades, student voice and formative assessment information to develop appropriate supports for their students.

The Washington Education Association supports OSPI's waiver request and encourages the Department to quickly approve our plan so our educators, schools and districts can invest their energy into what is most needed, supporting our students' learning.

Sincerely,

A handwritten signature in cursive script, appearing to read "Larry Delaney", is centered within a light gray, dotted rectangular box.

Larry Delaney
Washington Education Association President

APPENDIX B

District and Public Comments

City	State/ Region	Postal	Name and/or Organization (optional)	Email or Phone Number (optional)	Public Comments
Kent	WA	98042	Julie DeBolt	jdebolt@auburn.wednet.edu	Thank you for pursuing a waiver! My biggest concern is with the sampling methodology-if a school is randomly selected, then all students in that school would have to test, if I understand that correctly. That is a burden and instructional impact to that school/grade level. The ALL is the issue as well as the content for high school. For example, if my high school is selected- all grade 10 students would need to test in math... Grade 10 students are in geometry, pre-cal, or calculus. They would lose instructional time in their class while their peers continue instruction. Why was math selected (a cross-grade dept) instead of ELA which is more contained to a grade level? Beyond that, I think this is a great solution. Thank you for all of your hard work!
Cheney	WA	99004	Brian Freeman/Klickitat School District	brian.freeman@klickitatsd.org	The focus of the Klickitat School District is to provide directed in-person instruction for all students. This approach of limiting time spent testing is crucial to meeting the immediate educational and social-emotional needs of our students. Brian Freeman, Superintendent Klickitat School District
Seattle	WA	98144			I support every effort to eliminate or reduce state testing. Students are just returning to in person learning, and many will remain remote through the end of this year. The focus should be on supporting their social emotional learning needs, not taking up precious in-person time with a barrage of assessments.
Naselle	WA	98638	Naselle Grays River Valley School District	jlaine@naselle.schools.org	I like the proposed approach of only administering 1 assessment per grade level and allowing locally determined assessments.
Battle Ground	WA	98604	Gerald Gabbard, Principal, Battle Ground School District	gabbard.gerald@battlegroundps.org	Thank you for submitting this very well-constructed waiver request. I believe it is an appropriate and excellent alternative that still upholds the spirit of state assessments, but also acknowledges the importance of giving time for local districts to address students' learning needs through more instructional time that has been lost due to the pandemic. I hope the U.S. Department of Education will approve OSPI's waiver request.
Gig Harbor	WA	98335	Barbara Richards/parent	bjrichards@gmail.com	I think this is a good plan. It sounds well thought out and should be very helpful.
Seattle	WA	98107	Alix Smith	alix.smith.42@gmail.com	I understand that the federal government is not accepting full waiver requests, but submit one anyway. It is absolutely ridiculous to force teachers back into buildings to address learning loss and mental health issues and then take away instructional time to subject students to stressful high-stakes tests that by your own claims they are not prepared for (because "learning loss").
Walla Walla	WA	99362	Carrie LaRoy	claroy@wwps.org	I think OSPI should do all it can to limit state testing as much as possible for our students this year. Their very little crucial in-person instructional time will be shortened the more testing that needs to take place. Please do as little as possible!!!
Bonney Lake	WA	98391	Amy Montgomery	amy_montgomery@sumnersd.org	Fully in support of the sample model and appreciative of efforts to reduce the amount of time that would need to be dedicated to assessments, taking away from the limited and valuable time for instruction.
Pasco	WA	99301	Sarah Woods - PSD1		Please do pursue the waiver. I would be even more in favor of cancelling testing for this academic year. The conditions of the pandemic will result in a sampling that has no context or real use as data for our school system.
Spokane	WA	99206	Barb Kooima, Central Valley School District, Spokane Valley, WA	bkooima@cvsd.org	Please reduce the testing load in this unusual year! The proposal to test one subject area per grade is a good one, and much more manageable for teachers and students with the unique circumstances we face.
Olympia	WA	98502			I am in favor of this waiver; it makes the most sense so that we do not waste precious instructional hours in this already strange year.
Seattle	WA	98118			I fully support the waiver if it is not possible to cancel the test all together. This will not be a representative data set if we go forward with testing all. Many virtual kids will not come in person. If we were to go through the whole testing process, it would take up the entire month of April or May, just when we have returned many of our in-person learners, especially since we only see them for half days. We will be taking away VALUABLE learning time if we move forward with testing.
Gig Harbor	WA	98332			I am fully in support of reducing the testing impact this year. Please consider equity when implementing this plan (if approved). The reality is that the schools that are chosen to participate will lose instruction time that other schools will not lose. Students who attend the school I work in have been learning in person two days a week for three weeks. At home they have struggled with internet connectivity and unsafe living environments. The majority of my students had little support while learning at home. Other schools in my district have not experienced these remote learning issues on the same scale as us. Please do not further penalize schools that have been hit the hardest by the pandemic.
Tacoma	WA	98405	Tacoma Education Association	sergun@washingtonea.org	While all standardized testing is based in a racist history and is inherently biased especially with regard to students of color, students experiencing issues of poverty including homelessness, and English language learners, any reduction in the impact of testing is a step forward.
Seattle	WA	98108			I think the proposed waiver sounds reasonable.
Puyallup	WA	98374	Fife Public Schools	esmith@fifescschools.com	If an elementary school is selected in the sampling, I'm hoping it would be selected for just ONE of the two grade levels (3rd or 5th) as to not create a heavier burden on that specific school. Very appreciative of all your efforts on the behalf of our students and staff! Although I like many, would prefer to not have to do standardized testing at all this spring, this plan is kind, respectful, equitable, and provides some purpose. Thank you!!
Kennewick	WA	99336	Rebecca Melone - Kennewick School District	rebecca.melone@ksd.org	I am a 5th grade teacher and I fully support reduced testing for our kids. With the full testing as of now we will be testing literally every single school day in May (we are hybrid and see each cohort two days a week). The thought of losing an entire month of instruction in order to test makes zero sense and is not what is best for kids at all! Our limited time with students in person is precious and we have worked tirelessly to fill deficits left from last year while also making sure they are ready for the next grade level. Taking away instruction time for testing should not be the priority. We are failing kids if we are spending time "seeing how far behind they are" while simultaneously making them behind by stopping instruction. Reduced testing is what makes sense this year! It is what is best for kids.
Puyallup	WA	98375	Dani Baker	danibaker@hotmail.com	Please test the minimum number of students needed this year. With OSPI's concern for student social/emotional well being, it seems counter-intuitive to place a high-stakes test on our already stressed students. Thank you for applying for the waiver.
Kennewick	WA	99336			Thank you for seeking a waiver of assessment requirements. Students who are in Hybrid learning this year have at the MOST 18 days of school after spring break. That is for students who are in school twice a week due to the 6 feet distance requirement. Some students only see their teachers once a week at the secondary level. To use those precious learning days assessing content they likely have not fully been exposed to this year would be a shame. I fully agree with any reduction of testing you can get!
Kennewick	WA	99336	Rebecca Gant / Amon Creek Elementary	becky.gant@ksd.org	Kennewick School District is submitting a proposal that will allow us to obtain useful data. Please, consider limiting the state testing to allow for more instructional time for our kids.
Kennewick	WA	99336			I am a teacher, and I think it would benefit all students to have testing be minimal/not present this school year. We currently only have students 2 days a week for each cohort, and it is a struggle to teach all of the necessary content effectively, if we were to test, we have an added stress to prepare students for this test. Instead of focusing on teaching and grasping new content, the focus would be for a test, which is not conducive for learning and stressful for everyone.

Seattle	WA	98122	Issaquah School District	ijerm@issaquah.wednet.edu	As a school staff member and parent I strongly support the assessment waiver. Schools have had to pivot so much this year and this relieves a great deal of stress yet still takes a measure of where students in WA are at.
Battle Ground	WA	98604	Kara Kent	kent.kara@battlegroundps.org	I approve of this plan. It is an equitable sample of student learning statewide. We have limited in-person time with our students at this time. With this waiver, the entire month of May could potentially be taken up by testing for our third and fourth graders. Classroom instruction delivered by teachers and peer interaction is more important at this time.
Vancouver	WA	98682	Melina Dyer	melinadyer@msn.com	I am strongly in favor of this waiver. As a 5th grade classroom teacher in a hybrid learning model, my students have 36 days or less of in-person learning. Losing multiple days to administer an assessment whose value is, at best, limited this year is robbing students of the instruction that will actually help them learn.
Tacoma	WA	98406	Machelle Belke, Tacoma Public Schools	mbeilke@tacoma.k12.wa.us	As an educator in Washington State for over 30 years I am well versed in standardized testing. I am in full support of the waiver for a reduced SBA and limiting the amount of students who must take the test, the amount of questions asked, and subject matter tested. During the year of COVID, with interrupted learning, and unequal access to technology and services for students, having a reduced SBA is only reasonable.
Olympia	WA	98501	Nicolette Oliver	thurstoncpc@gmail.com	As a parent of elementary students and a middle school teacher, I believe in limited standardized testing. I believe it is harmful and inequitable. I believe OSPI proposed waiver is a step in the right direction and I support it.
Quilcene	WA	98376	Barb Silva	barbkaune@yahoo.com	Hello, I'm a second grade teacher and parent of a third grader. I've not only administered the test many times (when teaching 3rd and 5th grades), but this will be my child's first year taking the test. I feel as if a reduced workload makes sense this year since these students have lost many months of full time instruction and schools are just now getting back to "normal". I support choosing one area for students to test in, i.e. Reading or Math. I would choose reading at the elementary level, since I believe that to be the most crucial skill at the lower grades. Thank you for reading my comments. Barb Silva
Kennewick	WA	99336	Deanne Collier	joedeanne@gmail.com	I am in full support for the 2021 Assessment Waiver. As a 3rd grade teacher, I know assessment is important. However, with the circumstances of last spring and this fall there are many reasons why a waiver seems to be a good idea. 1. We are working HARD to fill the gaps from students missing their spring trimester of 2020 and working remotely Fall 2020 but with Hybrid learning, we only have students in class physically 2 days a week. We are working as hard as we can to fit in as much as possible into these days to catch students up, as well as teach them the standards they need for this school year. 2. We have districts in the state where students have yet to step foot into a classroom and it will be to take a test. (3. From this point (3/17), we have only 21 more days physically in the classroom with our students. With our assessment calendar set, 9 of those days will be used up for testing (SBA and our District's required MAP testing). This leaves us with only 10 to teach the remaining 3rd grade standards in order to prepare for a test. (This does not include time needed to expose students to the SBA with interims as we normally would). 4. Not having the time to expose the students to the test (because it is the first time for 3rd graders) and not having the time to fit in all of the standards needed for the test is an ultimate punishment to students as well as parents. We all take this data very seriously, and bad data is more detrimental than no data. I can go on and on but I'm asking that this waiver is considered so that we can use the remainder of this year to continue to catch our students up and continue to build grade level foundations with the time we have to give students their best chance at success in the 2021-22 year and beyond. THANK YOU FOR YOUR TIME AND CONSIDERATION!
Portland	OR	97202	Amanda Brown Sifton Elementary Evergreen Public Schools	amanda.brown@evergreenps.org	While the assessment of students during a pandemic year is harmful to students in that it subjects them to extra stress and loss of instructional time, a random sampling and the proposed waiver request seems reasonable if the sampling will truly be random. Extreme care needs to be taken to reduce the impact testing will have on instructional time. There is a significant amount of time teachers usually spend on test taking strategies and practice since these assessments are completely new to third graders and developmentally inappropriate. These assessments will not provide any data relevant to teachers, who are already performing summative assessments for their districts as well as formative end of unit and daily assessments. Instead, this data will provide evidence that teachers did not teach test taking strategies during a pandemic.
Vancouver	WA	98684	Jackie Sacks Vancouver School of Arts and Academics	Jackie.Sacks@vansd.org	I appreciate the proposal. A logical, scaled back due to numerous reasons yet will provide data for practical use.
Tacoma	WA	98406	Heather Patterson	hpatte1@tacoma.k12.wa.us	I agree I feel students should be waived from the full requirements of these tests. We should seek flexibility and be waived from full administration of the Smarter Balanced Assessment
Seattle	WA	98198	Amy Dussault	Adussault@nsd.org	Please request this waiver, there is so many details involved with administering the SBAC. There is no way to provide a secure testing platform on home computers, and no way to provide a secure testing environment in homes. Reliability and validity will be questioned.
University Place	WA	98467			I support the waiver as written.
University Place	WA	98467			I support the waiver!
Olympia	WA	98501	Insight School of Washington k12	dbales@k12insightwa.org	I think the proposed plan is fair and reasonable. I would like to ask that you consider exempting the schools who have been providing services online for years, such as Insight School of Washington (QVSD) and WAVA (OmakSD). Because we serve students throughout the state, it is difficult to arrange test sites that will support the COVID sanitation requirements. Many of the locations we have used in the past are not available to us this spring, and we've had to reserve these sites as early as September. We simply cannot assure you that we can find sites for a specific time frame at this late notice. Additionally, some of our teachers may need to travel to proctor, which presents additional concerns. Thank you for considering my response.
Vancouver	WA	98682	Teresa VanNatta		I agree with the OSPI recommendations. If testing must be done, then it should be limited to one subject per grade level. I agree 3rd grade should only test in ELA.
Tacoma	WA	98406	Amanda Fox, Tacoma School District	afox@tacoma.k12.wa.us	I fully support this waiver. I am the instructional coach at Stadium High School and our teachers and students both need time in the classroom together, reconnecting and learning organically--not under the threat of an assessment. It's been a crazy year for everyone and we don't need the additional stress nor the time taken away from instruction. In addition, I am the mom of a 7th grader. I want her in her classes and doing work in as normal a manner as possible while being COVID-safe. I don't want her to lose precious hours to testing she feels unprepared for. Thank you for allowing us the opportunity to share our views on this issue.
University Place	WA	98467	8th grade science teacher in WA		The proposal to have one test per grade level is MUCH better than having the normal testing schedule. We are already so far behind in our instructional time this year with hybrid schedules.
Tacoma	WA	98404	Trish Maxwell	pmaxwel@tacoma.k12.wa.us	I am in 100% support of this waiver. We have such little in person time with kids this year that we should not be making that time about testing!!
Spokane	WA	99206	Missy Scott	mescott@cvsd.org	I am so very appreciative that OSPI is seeking a waiver for SBA this year. As a School Counselor my focus and goal is largely on supporting our student's social/emotional and mental health, and it has been particularly important this year. Kids' mental, emotional and social health has been largely impacted by the school closures, and asking them to perform on a standardized test right now when their in-person learning has not fully been intact is not ideal.
Spokane	WA	99206	Lynn Hutchins	lhutchins@cvsd.org	I am so very appreciative that OSPI is seeking a waiver for SBA this year. As a School Counselor my focus and goal is largely on supporting our student's social/emotional and mental health, and it has been particularly important this year. Kids' mental, emotional and social health has been largely impacted by the school closures, and asking them to perform on a state test right now when their in-person learning has not fully been intact is not ideal. In addition, I do not support taking more valuable teaching time to administer tests when students have had so little opportunity for in-person instruction.

Spokane	WA	99206	Jaime McMaster	jmcmaster@cvsd.org	I am so very appreciative that OSPI is seeking a waiver for SBA this year. As a School Counselor my focus and goal is largely on supporting our student's social/emotional and mental health, and it has been particularly important this year. Kids' mental, emotional and social health has been largely impacted by the school closures, and asking them to perform on a standardized test right now when their in-person learning has not fully been in tact is not ideal.
Seattle	WA	98115	Marline Shoe	mheiderershoe@stanwood.wednet.edu	I agree with WA State's waiver request. One assessment per grade level is acceptable during this stressful time. The entire assessment will be too much for my 3rd grade hybrid students to handle. They have been resilient during the pandemic, however it's been with careful consideration on Stanwood, parents, and teacher's part that our students have seen success this year. Adding the entire assessment would weigh heavy on their minds and ability to endure the time committed to doing their best. I know that there will be anxiety and worry when they come across too many questions on topics that we had yet to cover. Please consider WA proposal. Thank you.
Kent	WA	98031	A parent		Please WAIVE the requirement! If it cannot be fully waived, please let each family EASILY opt out.
Yakima	WA	98902	Jennifer		Testing students in the middle of a pandemic is ridiculous. I support the idea of a waiver once again for our students. We have been saying for a while that the state assessments are not a reliable way of checking in on where students are within their education pathway that allows teachers an opportunity to give feedback in a timely matter. We've had to rethink education - let's rethink assessments too!
Spokane	WA	99206	Stacy Hammond	hammondchz@comcast.net	I am so very appreciative that OSPI is seeking a waiver for SBA this year. As a School Counselor my focus and goal is largely on supporting our student's social/emotional and mental health, and it has been particularly important this year. Kids' mental, emotional and social health has been largely impacted by the school closures, and asking them to perform on a standardized test right now when their in-person learning has not fully been intact is not ideal. I strongly believe that testing kids after being out of school for many months is counterproductive and it stops the teaching from their current teachers so they can take a test, one test, that is only a snap shot of what they know or don't know.
Soap Lake	WA	98851	Soap Lake School District	jpearson@slschools.org	I am in favor of this method of sampling and meeting the federal requirement for assessment.
Tacoma	WA	98421	Federal Way Public Schools.		I am an instructional coach in one of the most culturally and linguistically diverse districts in the state. Data is key to our jobs in so many ways, but data must be both RELIABLE and VALID. With so few students returning to campus, our data this year will be neither, and therefore of limited relevance and use. To utilize such limited data for policy or intervention would be shortsighted at best. Using precious face-to-face instructional time, whether over video conferencing or in person, to be usurped by testing is actively harmful to youth mental health and learning. I support a waiver from testing requirements this spring so we can continue to be responsive to student and family needs.
Vancouver	WA	98685	Heather Ichimura- BGPS	ichimura.heather@battlegroundps.org	I love this plan. Thank you for reducing the testing time and preserving instructional time. I'm concerned about over testing SPED and ELL but I understand the need.
Ellensburg	WA	98926	Patti Pendergast		The plan presented is thorough and well thought out. Random sampling, done right, will provide valuable data while minimizing the loss of instructional hours. I do not want my child to lose meaningful time engaging with his teachers and peers just so he can sit for summative assessments.
Chelan	WA	98816			The importance of focusing on instructional time cannot be overstated! We all know there is room for learning recovery - the sample size suggested will give a picture of that without burdening the schools with finding the time to do these assessments when we are in a variety of instruction delivery methods. I totally understand and support the need for data to quantify the impacts of COVID on student learning but that does not require a broad brush assessment. The sampling process identified will identify disparities and inequities that we know exist. With over half of the state's students still not receiving on site education, we need to prioritize that on site instruction not getting them on site to administer assessments. Our educators have done an amazing job delivering instruction in a variety of methods over the past year and have done the best we could while building the plane while flying it. Let's recognize that work and let them continue to work toward learning recovery.
Vancouver	WA	98665	Mark Gardner		I fully support the statistically representative sample approach. It is a reasonable way to gather data given the circumstances...and actually ought to be the way to go from here on out. I believe it will actually net better composite data about student learning than testing every kid would, as the latter brings with it countless variables and uncertainties which can make the test results problematic.
Pasco	WA	99301			This waiver would be a huge relief to students and teachers. Thank you so much for doing this!!
Poulsbo	WA	98370	Lisa Knight		I appreciate the efforts to limit the number of students testing this spring. It's such a poor use of our limited instructional time.
Olympia	WA	98516			I think it is wise to sample our student population to determine how much academic ground students lost over the pandemic. I don't think third graders should be given a test that is 2/3's as long as the regular test. My students just returned to in person learning and they received "0" instruction in writing. How are they supposed to manage an ELA test like the SBAC which requires massive amounts of writing? I
Port Angeles	WA	98362			This is a valid way to assess, and should be considered for permanent implementation.
Portland	OR	97222	Angela Williams-parent	awillbox@gmail.com	This plan is an improvement on the overwhelming amount of testing districts impose upon children. Would SBA be used in these selected grade levels? If not, How much money would be devoted to developing another set of redundant tests?
Stockton	CA	95203	Bellevue School District		I think this reduced testing schedule will be better for our students.
	WA		Erik Eliason		YES! ALL STUDENTS ARE BEHIND PREVIOUS YEARS! We get it! Opt out is an option this year. Why waste precious few days if in person instruction days in a test that will not really tell us anything.?
Vancouver	WA	98684	Jamie Hurly	jamie.hurly@gmail.com	I support the waiver for testing.
Kent	WA	98031			As much of testing as possible should be waived. With hybrid being such a short period of time, it should be spent on learning not on prepping for a test.
Seattle	WA	98155			I appreciate the sampled approach and, if this is successful, that we would have this moving forward. In regards to 2020-2021, I am saddened by even less focus on science in elementary this year than usual from what I've observed, heard from parents as well, and read from other educators posting on social media (I'm sure there are exceptions). Could grade 4 take math and grade 5 science? I was curious how/why grade 4 was not tested. Or not test in 3rd and move that test to 4th, and have 5th test in science. If there were some science data from 5th then this would help administrators justify decisions to fully support science instruction in our state. I fear that all of this "learning loss" talk will more fully entrench the existing focus on ELA & math, leaving less time, focus, or priority on science and social studies (which given recent events I think many would agree a stronger education in science and social studies would be prudent). Test scores seem to be (sadly) a motivator of district decision making about where to allocate resources so please consider science as the tested subject for grade 5. Perhaps more generally, considering the implications for how test scores may be used to inform plans to redress the "learning loss" in ways that would maximize benefits for students.
Pasco	WA	99301			I think these suggestions are a good idea and would be less stressful for staff and students because we've lost a lot of instructional time this year and any moment that's available should be used for teaching more so than assessment. I think this proposal is a good compromise.
Kennewick	WA	99336			I think that in light of the Dept of Education not allowing a blanket waiver, this is the proposal we need. Great job limiting testing down to 50,000 students. Even though we are in a pandemic, we need to know where students are generally to move forward.
Kennewick	WA	99338	Brian Massey		I support this waiver as the next best option of canceling all together. There is no need to subject students when it is obvious what results would be.
Wenatchee	WA	98801	Earla Reed, TPS	earla.reed@gmail.com	Please consider reducing testing for as many students as possible. Our emphasis should prioritize getting kids back to enjoying the process of learning. This reduction should be a permanent situation as we spend too much time testing instead of learning. Thanks for your consideration

Camas	WA	98607	Jeanine Moore Cowan	9714001931	I am a special education teacher who works with children with autism and developmental disabilities in grades 2-5. My students have been significantly impacted by the schedule changes and remote learning challenges. They have been impacted by the instruction around health and safety precautions and many of the typical environmental classroom setups have been abandoned. They have been taught this year by teachers with masks, shields, and sometimes gloves and gowns. They know about Covid-19. They know that people are getting sick and dying, and they worry about it. One of my families contracted the illness and my student was out for almost one month. Many of them regressed in academics, communication and social skills over the spring of 2020 and we are still working on recouping those losses. As I type this, I am thinking about the brand new schedule to be made based on our school's eleventh master schedule change. There are so many other elements that could be presented, but for the sake of time- let me say this... Completing the entire WA-AIM for my qualified students is a daunting and difficult prospect this year. We have been in unprecedented times and I am asking the powers that be to persistently pursue ANY avenue that would lessen this testing load for both students and teachers. Please allow my students the opportunity to assimilate into this new normal. This school year has been atypical and so far from the "norm". Students deserve accommodations for an intense and scary year. Please think of them when making these decisions. I would respectfully ask that a waiver be granted for LESS or NO state testing this year. Thank you for your consideration.
Tacoma	WA	98422	Elisabeth Picou	Picou.ek@hotmail.com	Please get this approved! We do not need to take what precious little time we have in the classroom this year to take a test that ultimately doesn't benefit our students.
Lakewood	WA	98498	Paula Gayson	pgayson@comcast.net	I am in favor of the waiver. Instructional time is the most critical thing for kids right now and will result in the most learning. The SBA will take time away from that and not yield valid or reliable results given what has happened over the last year.
Seattle	WA	98103	Katja Magus	doctormagus@gmail.com	I definitely support reduced or eliminated testing, our kids and teachers have been through enough. they need quality time with a teacher, not more screen time.
Vancouver	WA	98685			I am highly in favor of this waiver request. How much money will this save the state?
Vancouver	WA	98685			I am in favor of this sampling schedule or doing away with SBA altogether this year (2021). Thank you. I really wish this waiver would have been submitted a few months back rather than leaving school staff in limbo as to what will happen.
Seattle	WA	98115	Daniel Ramras	dramras@comcast.net	I fully support the desperate need for increased media literacy education.
Vancouver	WA	98682	Dana Hart	3605131588	I believe there should be some testing this year to assess where kids are at in their learning and if they have been participating in their learning.
Vancouver	WA	98682	Carrie Gorski	360-904-9334	I think this plan is fair and reasonable. Reducing the testing burden on students and schools, while allowing a way to gather information on students current skills.
Tacoma	WA	98406	Tacoma Public Schools parent		I am a teacher in one of the most culturally and linguistically diverse districts in the state. We as educators rely on data to inform our jobs, but data must be both VALID and RELIABLE. With so few students returning to campus, and so many barriers to getting representative samples, any data gathered from this year's standardized tests will be neither. I fully support waivers from spending our precious remaining face-to-face instruction, whether via virtual video conference or in person schooling, on assessments that will be of little use at best. I fully support educators and schools using this remaining time to serve the social, emotional, and academic needs of our students in responsive ways. Usurping this time to engage in testing would not improve youth mental health or academic learning, and would serve to further alienate young people from the place they should receive support and enrichment.
Spokane	WA	99206	EVSD 361		SAMPLING is a MUST for testing this year.
Spokane	WA	99206			Sampling is the ONLY fair way to test this year. What a waste of money and time to do it ANY other way!
Tacoma	WA	98405	Rich Louie	tacoma888@gmail.com	I fully support waivers to minimize the burden of testing. It will be hard to get a representative sample of students. Please save resources for when a more valid testing procedure can be implemented.
Okanogan	WA	98840	Okanogan Alternative Schools	rojohson@oksd.wednet.edu	I think this is the best we can hope for since we are required to test. Honestly our kids have so much going on that these tests seem counterproductive and will only cause more stress in our students already stressful lives.
Kennewick	WA	99336	Jaianne Pische	jaianne.pische@ksd.org	I am a teacher within the Kennewick School District, and I have been teaching for ten years. I also hold my administrative credentials. I have lived within the world of education for many years due to my parents also being teachers. As for assessing our students this year, it should not happen. I am all about accountability, I like looking at data, and assessing the needs of students. However, the data you would receive this year is predictable, and not needed. The stress that this puts onto teachers is beyond what words can describe. It would be wonderful to end this school year being able to simply "teach". Please consider applying this waiver in order to benefit our students and educators within Washington State.
Puyallup	WA	98374	Michayla Liedle (NSD)	Michaylali@puyallup.k12.wa.us	This would greatly lessen the stress that our students are going to feel while coming back to in person learning. Students are already overwhelmed and I can't imagine having them test during a pandemic.
Bremerton	WA	98310			I feel as if the proposal makes sense, since most students are not full-time in the classrooms. Having particular grade levels take the assessment honors the time that they have with in-person instruction and still allows for the state to have some feedback to where students lie in their skills.
Vancouver	WA	98682	Kiren Lee	lee.kiren@gmail.com	Please don't make kids spend their valuable in school to take a long assessment. They need time to socialize, learn, grow and take chances with each other. This has been a year and we know that. I support the statement for a limited random sample of student assessment. Thank you!
Federal Way	WA	98003	Kellie El Sherif	kelsphone2289@gmail.com	It is unfortunate that the Department of Education is only accepting partial waivers. Any instruction time used to assess on standardized tests at this point is a misuse of time. That being said limiting the levels and amounts of testing is a better option than the full battery of assessments. No tests for any students would be my first choice.
Shelton	WA	98584	Stacey Anderson, CHOICE High School	sanderson@sheltonschools.org	As a principal of an alternative school, I am supportive of any waivers we can get from the federal government for assessment requirements this year. Our students have been out of school for almost a year, and are just now getting back into the building for hybrid learning. Assessing them using the Smarter Balanced Assessments this year would not be an accurate measure of their skills or the instruction that has occurred in our schools. Thank you for the proposal to take a sample of schools, rather than requiring all schools to test. Taking time out for testing will take away from the precious few hours we have with our students in person this year.
Battle Ground	WA	98604	Battle Ground Public Schools		I like this plan if we have to have testing of some kind this year.
Anacortes	WA	98221	Kim M. Stamper	kmstamper@gmail.com	I'm delighted to see a more streamlined approach to testing in this time of hybrid education. I do not want students to spend what little time they have in school being tested rather than learning new material.
Spokane	WA	99206	Jennifer Hansen		We should get a partial waiver. This is too much of a burden on students and their families as well as school systems at this time.
Puyallup	WA	98372	Kim Leger, SEAC	legerks@puyallup.k12.wa.us	I support the waiver as presented by OSPI. Would like to be sure that the 4% of tests that are administered are an equitable representation of special education students, taking the SBA and WA-AIM.
Shelton	WA	98584	Shelton School District	rtrondsen@sheltonschools.org	The sampling process seems like a good compromise between all testing and no one testing. There will still be logistical issues to overcome, so the sooner we can have a decision and details the better.
Seattle	WA	98133	David Tadlock, Principal, Shoreline	david.tadlock@shorelineschools.org	I support the waiver! Thank you for keeping students in mind with this modification!
Renton	WA	98058			This test has always been a waste of time. Tells me nothing new about my students and takes about 3 weeks of instruction away from them for prep and administration. I appreciate you are lowering the grade levels taking it and less content areas per grade level and urge this to be permanent.
Reno	NV	89503	Educator	Reno, NV	Now more than ever, it is vitally important to assess where students are in their academic progress. Teachers are trained & capable test creators, implementors & evaluators of their specific content areas. Allow them to do their job without the burden of additional assessments. Thank you for asking.

Seattle	WA	98146	Kendra May teacher Mead SD		I love this idea of doing a test at these grade levels but I would suggest adding in 4th grade only because as 3rd graders they did not do a state test and it would be great to have some data on the 4th graders.
Yakima	WA	98901			I think less testing makes sense. Don't waste the precious in person learning time with state testing. Also, of the sampled students, only make them take 1 of the tests. For example, 5th grade takes 3 tests: ELA, Math and Science state tests. If you are getting a waiver for reduced testing, only test a grade level sample on one of the tests. If you need data for all 3 tests in 5th grade, use different randomized students so that each individual is only having to take 1 test and not miss out on 3+ days of instruction.
Kirkland	WA	98034	Washington State PTA	ptaadvocacydi r@wastatepta. org	Washington State PTA supports this approach that preserves the most instructional hours by assessing a small but representative sample of students. We encourage OSPI to have clear communication to parents and guardians in the majority of languages spoken in districts statewide, including direct pathways for opting out if students and families desire. We were pleased to hear on the Wednesday webinar that remote students will not be expected to take tests in person, keeping equitable transportation, quality instructional time and community safety in mind. Likewise the additional funds to provide resources for professional learning will benefit teachers, staff and ultimately the students. More clarity is needed about the administration and expectation for students concerning WA-AIM and ELPA assessments. Receiving this waiver will truly be in the best interest of students. Thank you for all you do to make that happen and for this robust, well-thought out request package.
Yakima	WA	98901			Thank you for thinking of the children and trying to get more instruction time vs testing time.
Tacoma	WA	98406	April Azzarello	aprylle55@ya hoo.com	I am in support of this testing proposal.
Kirkland	WA	98033	Catherine Peters	Peterscathy@ comcast.net	As a current public school teacher in one of WA State's largest school districts, I would like to thank you for limiting the scope of testing this year. I do have two concerns, however. Firstly, if we are truly concerned with student mental health and our priority is student care and engagement, why are we subjecting students to stressful testing situations at the end of an already traumatic year? Secondly, in a district that offers a hybrid option and a remote option for our families, and understanding that only our in person students may be required to test, I am concerned about the sampling and validity of test results. Students seeking in person learning in our district are often the ones for whom remote learning did not work, and students who chose remote often stayed in that model because it was working well for them. My concern is that we will be seeing test results for our students who have had less academic success this year, that the public will see these results and generalize to all students, and our public schools and educators will be thrown under the bus once again. It has been exhausting this year to work as hard as I have, only to be told over and over by state officials and our communities that I have failed the students in my classroom. There have been so many success stories during this traumatic year, I desperately wish that we could highlight at least a few of those. I fear for our educators mental health and know many teachers who are talking about leaving the profession altogether.
Electric City	WA	99123			I am a school administrator and our students are just getting used to in person instruction and getting back in the routine of school. Testing them is not only not appropriate, it would be a waste of money and wouldn't provide useable data. I support your sampling method if a full waiver is not possible.
Bothell	WA	98012			Sampling seems like a good alternative, although I would prefer it if there were NO chance a school could be selected for more than one grade level.
Chattaroy	WA	99003	Sammy Jo Griggs, Riverside Elementary	samantha.grig gs@rsdmail.or g	As a school that has been almost full time in person since the beginning of the school year, we would appreciate the opportunity to test students if we choose to do so. I understand the concern that it may cause the data to be skewed, but I can imagine there must be a way to exclude students' scores from the chosen sample. Please allow our students to test!
Tenino	WA	98589			Thank you for creating a system that will have the least impact on students classroom time and keeping in mind the mental health of students who, for some, testing is extremely stressful, while still providing data for federal accountability.
Wenatchee	WA	98801	Michele Sandberg, MD, Wenatchee SD	(509) 881- 9236	As a school director, I recognize the transitions and difficulties many students have had to manage since March 2020. Students have had varied educational experiences over the past year (remote, in person, hybrid model of both methods). Testing all students at certain grade levels will be a mammoth task for most districts who are trying to get their footing with transitions to a hybrid model after months of online learning. A representative sample of students is a better and more sane approach to the test this year given our circumstances. Please consider options for in person and remote testing for students in a variety of learning models.
Federal Way	WA	98023	Gabrielle Queen	gigibelle020@ gmail.com	This assessment and accountability waiver seems to be a highly effective and well put-together approach to the testing debacle that the OSPI, teachers, and students alike are facing due to the pandemic. As a tenth grade student at Pacific Northwest Connections Academy, I find this plan to be very accommodating and I support it 100%. The points listed under "Benefits of Washington's Approach" (especially points 1 and 2) will create not only short-term improvement to student's learning, but also long-term improvement for students and Washington state's educational system. A prioritization of "instructional time and classroom-based assessments" ("Waiver Request," page 2) will certainly be a better determiner of students' progress while also providing students a stronger understanding of the school's curriculum. Around this time of year, teachers may focus a portion of their own class time or have a separate class altogether to teach students how to take an SBAC or other state mandated test, which does not necessarily nurture a student's progression in academics or what is currently being taught because these sessions are focused on reviewing teachings from one to two years prior. However, an increase in instructional time and class-room based assessments will not only allow the school district and state to gauge a student's progress but also allow students to remain progressive in their studies. If this approach is approved, "an accurate statewide estimate of student's proficiency levels, as well as changes in proficiency levels pre- and post-pandemic" ("Waiver Request," page 2) will be available to Washington school districts and its educational system. Data of the past and soon-to-be present will better enable Washington state to accommodate students in future pandemics and potentially other national or global crises. It might also reveal valuable data on what influences a student's proficiency and how that might impact the student's performance as a whole. Furthermore, this information may allow the state to have plans and systems in place to bolster students against potential learning disruptions. Apart from the obvious benefits that this approach provides, it also simply makes a lot of sense. Overall, less students will risk exposure to COVID-19 if less students are required to test. In addition to upholding inclusivity in testing, the participating schools will be randomly selected, which is the most sound way of gathering data in all of statistics. In effect, this will maintain the accuracy of the figures gathered from each test. As things are, pandemic safety is the top concern for myself, my family, and many of my teachers. This approach will maintain those current values and ensure the health and safety of students as the state effectively assesses their learning. So, I highly recommend giving this plan the green light.
Olympia	WA	98502	Emma Schweitz	ejschweitz@g mail.com	A current student here. The waiver is great! I appreciate you trying to help us and working toward a consensus. Although, I feel as if you are not listening to the student's concerns. Many of us cannot test in person due to family members being very vulnerable to the virus. Please figure out a way to make this possible for us. For example, using cameras, setting up zoom classes, etc. It is just not safe. I think that putting very intense testing on your students who are going through a pandemic plus everything else happening is already a bit crazy and unrealistic. Many of my friends and I have not seen each other or our families in over a year because the people we live with are auto-immune compromised. However, I do understand some sort of testing if you must. Please just make sure it is safe for us. Thank you, Emma Schweitz
Vancouver	WA	98661	Jamey A McClellan	jameyann@g mail.com	I support the waiver.
Burlington	WA	98233			Please keep the testing to a minimum- just enough to meet the ridiculous Federal requirement. I'm a Principal and am cringing at the idea of testing students during this pandemic. These billions of dollars being used across the nation for testing should be put towards SEL & mental health supports in every school because that is what our children need to recover from the longterm effects of the pandemic.
Arlington	WA	98223	Meagan Rhoades/White River School District	mrhoades@w hiteriver.wedn et.edu	In the past year, the education of students in districts across this state has differed dramatically. Random testing in this year will give you an 'average' of how students are doing that is essentially meaningless. Every district should be passionate about wanting this information for THEIR student population, to help in planning for next year. Now is a good time to be fearless - either we value state testing and implement it across the state this year, or it is valueless and we should make some decisions about the role it plays going forward. In our district we are hopeful to be able to implement state testing as it is data we consider extremely valuable.

Richland	WA	99352	Karen Bryan Sacajawea Elementary	karen.bryan@rsd.edu	In our school district, we are teaching only select standards in reading, math, and writing. Students should not be expected to take the science state assessment or the social studies CBA in elementary school.
Kennewick	WA	99336	KSD teacher		The fact you are asking 8 year olds in third grade to sit through the longest version of the SBA (ELA) but give fourth grade no test is not okay. Those fourth graders will now enter into fifth grade never taking a SBA test. But by all means, let's make the younger kids sit through it. It makes no sense.
Spokane	WA	99205			What good would only assessing a few students be in the scope of understanding each individual students need? I feel it should be all or none. What impact will this have on buildings that are in improvement?
Elma	WA	98541	Kayli		Why are we testing THE YOUNGEST age group of students. These kids are not prepared for this test in a normal year, let alone a year like 2020-2021.
Bothell	WA	98011	Brandon Lagerquist	lagerquistb835@edmonds.wednet.edu	The ELA and Math SBA should be made available for 11th and 12th graders who wish to take the assessments to satisfy their Graduation Pathway. The documentation is also unclear in regards to how OSPI will mitigate the negative effects to stratification that will occur if there is disproportionality in the students and families that refuse to test and/or don't complete the assessment. The documentation also does not appear to address concerns of validity to an assessment that is shortened by about 1/3. If it's deemed that there is no impact to validity, then it would appear that the assessment has been too long all along the past 6 years. If there is an expected impact, what and where is the impact? Does shortening the test impact bias? What methodology was used to remove items? How was the redesigned assessment evaluated for validity and reliability? Since ESSA/WSIF is judged at the school level, how would a longer term plan of a summative sampling methodology allow for the continued use of growth and state assessment achievement scores? Overall, the proposal seems to minimize or ignore the value that schools receive from state assessment data. The state assessments provide a wealth of information at relatively little cost to individual schools. This move seems to be one move in a long line of moves that continue to push the cost of assessments to individual districts and schools.
Gig Harbor	WA	98335	Concerned Parent and Teacher		This has been a tremendously stressful year for families, students, and teachers. Every child has experienced at home learning in different ways. While some students had the support of having both parents home and ready to help, many more had older siblings at home to watch them without a helpful adult around. That being said, it does not make sense to try to test students when the playing field has not been level. Also, how will the 2,000 elementary students in our district in grades 3-6, who's families have opted them in to remote learning, be tested? We can't ask them to come to school when they have opted out of in-person learning.
Yelm	WA	98597			This proposal raises multiple concerns about equity and access (who will take the test, how will we get them there, what does it mean for populations that do not assess, which populations will be more likely to assess, and how does the "sampling" of test populations truly result in unbiased/usable data). Aside from that, I am concerned that under this proposal we can't use the results to monitor individual student growth, the assessments essentially become no more than just a state and federal metric and do not represent usable data for schools, students and families. How do you encourage participation when teachers, students and families understand that the data will not be used to monitor individual student growth and needs? It is irresponsible to move in this direction and I would strongly encourage full participation in the fall instead. If this is truly going to be used to assess the gaps from the last year as indicated by DOE, then we should be striving to assess all students to monitor progress using a safe and realistic timeline. This model/proposal is rushed and schools will not easily be able to roll this out within the testing window.
Renton	WA	98058			My concern is that there is going to be a TON of lost math and science learning in the high schools and that these kids will end up in remedial college classes further compounding the trauma and costs of this lost year of remote teaching. The state and districts will not accept this responsibility as long as the students got at least a D. This is a disgrace. WA is supposed to be better than this.
Federal Way	WA	98003	Jon Thumim	2069107370	I'm a HS special education teacher. What sort of impact will this waiver have on students who are ready to graduate? Furthermore, this waiver would require students who are receiving math instruction in Q3 to potentially test in Q4, when they aren't receiving math instruction. This is completely inequitable. The people who are making these plans clearly haven't spoken to secondary teachers.
Spokane	WA	99203	Josh Harrison Spokane Schools		I would recommend that the HS assessment be excluded from the sample. Passing the HS assessment has traditionally been understood to be a graduation requirement. I would not wish to administer an assessment that could be (reasonably), confused as such in this climate.
Vancouver	WA	98684			As a retired WA high school teacher, I would like to register my concerns. This plan will result in a deficit of valid and reliable information for evaluating student deficits that may well result from this past year of upheaval. A consistent measure that can be used for all students across the state is necessary in order to equitably support students, teachers, schools, and districts across our state.
Bellevue	WA	98006	Renton School District		As a Renton School District employee, I am very concerned about the upcoming statewide ELPA assessment for our EL scholars. As someone who has helped proctor the annual ELPA for many years, the testing protocols have me extremely concerned for the health and safety for school employees who must proctor the test this spring. The younger students in particular (Kindergartners and First Graders) require a lot of assistance with technical aspects of this exam: logging on, helping to type in the session ID number, assisting them with their headphones and mics, assisting them with portions of the test that require students to choose the correct answer and "drag and drop" into the right space, and any other technical issues that occur. In addition, the Speaking Component of the ELPA requires the students to speak into their mics and to then have the students relinquish their laptop to the proctor, who then has to score their responses immediately after. This poses some serious safety concerns in light of Covid-19. After each component, the student must log-off, then re-log back on for the next component. There are four components in total. We have been told that proctors are not allowed to sanitize and disinfect the laptops, headphone and mics once the students are done. We have to wait for the custodial staff to come to do this. The logistics to schedule the ELPA will be a nightmare. I am asking for OSPI to please make some waiver accommodations for this spring's 2021 ELPA in order to keep proctors and students safe. Please carefully consider allowing the ELPA to be waived this year, in light of Covid-19 and the fact that MANY school employees are NOT YET FULLY VACCINATED. At the very least, please consider waiving the Speaking Component of the ELPA this year. Thank you for your consideration.
Kennewick	WA	99336	Parent of a 3rd grader and 5th grader		Don't waive testing - get our kids back in the classrooms ASAP full time. They can catch up. The testing will show exactly how well the experimental "distance learning" worked or didn't work to meet our kids educational needs. Waiving testing just sweeps the issues associated with distance learning (and hybrid) under the rug. Be transparent and see how your experiment really did. You and the unions kept our kids out of schools, don't hide the results by trying to waive testing.
Renton	WA	98058	Joanne Updyke, Renton school district employee		Please do not put our ELL students through testing. It is unfair, excessive, and toxic to these children. The disruption of in-person learning has hit ELL students especially hard.
Seattle	WA	98178			Please cancel ELPA 21 testing as well. This test puts undue pressure on some of our most vulnerable families and takes time away from classroom instruction.
Ephrata	WA	98823			I think alternating grades makes it MORE difficult to administer. Give one test to each grade level!!!! Still cutting down testing Q uite a bit but still gathering more information DO Math Every other year 4,6,&8 DO ELA Every other year 3 5 & 7
Ephrata	WA	98823	Ephrata School District	5097544659	Give ONE test to every grade level.
Ephrata	WA	98823			Provide an assessment to each grade.
Vancouver	WA	98683			Hi, I just read your waiver for state testing. This is ridiculous that 12% of schools will participate and will be chosen at random. Either we all test, or we all get a waiver. This is not fair to students who have been taught in their homes with parents and have been social distancing for an entire year and scared to death to enter a room of strangers WITHOUT their supportive parents.

Seattle	WA	98178	Sharon Ricci	ricci.sharon@gmail.com	I believe every student should be assessed through standardized testing the state has an established schedule. The testing benefits students and families in knowing how learning progress is being made and areas of weakness are identified. To rely on a sampling to benefit the State by saving time and money, will actually not really work. Every student in every school district needs to be evaluated, especially coming off a year of minimal contact through remote learning.
Ione	WA	99139	Peg Waterman, Newport School District	watermanpeg@newportgriz.com 509-671-1639	I have run an alternative high school program in Newport School District for 6 years. We serve students with high risks including homelessness, mental health, food instability, addictions, etc. Many are behind in credits and most cannot do basic math. We support them with community resources and the program has been very successful. Our state has alternative assessments for students on IEP's and I am asking for alternative assessments or requirements for ALE students also. This is an absolute necessity in our students' abilities to graduate and move forward in life. Passing their required courses should be enough to meet state requirements. Often vocational track opportunities is not possible in ALE settings and many are having a hard time passing ASVAB. Please consider more flexible guidelines for ALE students.
Vancouver	WA	98665	Rachel Whitney	360-566-7773	While I appreciate the reduction in testing, 10th graders still have to test. Our local district just allowed them to return part time 2 days per week. Many children will have less than 20days of in person learning out of a required 180 days. I'm concerned this takes away from already such limited in person instruction time. I'd suggest that for children who have in person instruction time reduced due to testing be allowed additional in person learning time. The school closures have damaged public education and created mass inequity in learning opportunities for our high school students. OSPI needs to be working with districts to facilitate FULL TIME in person instruction once teachers (those who chose) are fully vaccinated. In person learning is an essential service and our children deserve better than what is being currently done.
Kennewick	WA	99336	Ashley Pentecost/Kennewick School District	ashley.pentecost@ksd.org	The problem with this waiver is, that similar to last year, it does not consider the fact that WA-AIM testing is already wrapping up. It does not honor the work that both students and special educators have put into completing WA-AIM, just for OSPI to say we did it all for nothing.
Woodland	WA	98674	Woodland Public Schools	riley@woodlandschools.org	Students currently in 10th and 11th grade MUST HAVE THE OPPORTUNITY TO TEST. I appreciate the state approach in general but we can not remove a pathway option this year for those students. Smaller systems will find themselves in a difficult situation in years to come if this option is not available to students this year.
Camas	WA	98607			I am really concerned that my son wasn't tested last year (teachers literally wouldn't teach a remote class or even respond to emails in their extended spring break of 2020, while the rest of us worked 12+ hours a day with helpless young kids at home learning nothing). I sure would like to know how bad off my children are with the lack of any attempts by people to teach kids at these young age. We need these tests. We need to know how bad the system is failing our kids.
Bothell	WA	98012	Diana Marker - Special Education Advisory Council - Washington State Charter Schools Association	diana@wacharters.org	Within the sampling, please have a representative sampling of students by disability category and LRE that can be disaggregated by race and dual program qualifications (e.g. FRLP, TBIP, HiCap, McKinney Vento, Foster Care and Migrant). The sample should include both SBA and WA AIM data. Please consider an extension of the 4/30 deadline for WA AIM completion.
	WA				Chris Reykdal and Jay Insee are educational hypocrites. They can limit customer service and access to their offices due to Covid, yet they have no problem mandating educators and students into schools. Then to require state testing of 50,000 students is asinine. They need take their heads out of business' rumps and start protecting the very people who educate the future of this state and the students who are our future.
Vancouver	WA	98662	Rh	rabest1212@yahoo.com	I think you should do the assessments to all students. Let's see how successful remote learning was. Let's hold the teachers accountable. Let's see what we need to focus on next year.
Yakima	WA	98903	Faye Ives		Do not let them reduce the number of students on the state test.
San Francisco	CA	94105	Eric Hasson	2066610041	Waiving testing in the current climate is the opposite of what is needed. The only way to determine the potential educational impacts to the Stay at Home order for our children is to know exactly where these students are. All students should be tested.
Seattle	WA	98103			Since you're just announcing the proposed sample with grades and subjects, the WA AIM window needs to be extended. Very hard to get in six weeks of instruction between now and April 30 with spring break included. End of May would make more sense especially for districts who are just starting to bring back students. thanks!
Puyallup	WA	98375	Teacher		The full assessment should be taken. And it should be proctored by Insee, reyk Dahl, and every superintendent and school board member in the state. And it should be a hundred students crammed into one classroom with each of them.
Olympia	WA	98516	Nancy	360-324-0271	I hope parents will continue to be able to opt their child out of this testing.
Bainbridge Island	WA	98110	Kim CKSD	kimp@ckschools.org	Testing should be bare minimum this year!
Richland	WA	99352			Please do not make ELPA21 a requirement. You must also eliminate it, if you don't do it, it could be considered discriminatory.
Puyallup	WA	98375			While I understand the thought behind trying to establish how much our kids "lost" during the pandemic, the reality is we know they lost learning and learning opportunities during this global pandemic. I also do not want to waste precious instruction time testing to remind them they are behind. This also has the potential to dishearten teachers- most who have been working harder than ever to help kids be successful during remote learning
Puyallup	WA	98375	Elementary Title 1 School		Student achievement has gone down with the virtual instruction that has taken place due to student engagement, access to good internet, and strategies for teachers to pivot to virtual learning, factors and disruptions from families.
Duvall	WA	98019	Barbara Jarett	jarettb@rsd407.org	With high school going with a hybrid schedule the testing would become invalid with some students having the test administered at home and some at the high school. The student should be able to choose a different pathway for graduation and the state choose a different method of accountability for assessing students during the pandemic. Parents and students have enough on their plate to just keep some kind of normalcy and less stress.
Puyallup	WA	98375			Lots of content has been modified this school year. Testing students would also cut into the already altered schedule. Students need as much instruction time as they can possibly get.
Puyallup	WA	98375			The logistics would be tough as we would need to spend SEVERAL weeks which takes away from instructional time that is already shortened. Would this be a true assessment at this time? Probably not...
Puyallup	WA	98375	Leakhena Kang		I work in a self-contained classroom. Given the fact that educational instructions have been interrupted due to COVID-19, I believe that students in self-contained classrooms with IEPs should be considered to opt out of the 2021 Assignments. I have first hand experiences working with students with IEPs. I believe that they would benefit with continued educational support with their unique learning abilities in order to further making improvements.

Seattle	WA	98105			It's unclear how this waiver meets any of the options that was communicated in the federal guidance almost a month ago. The hope is that OSPI already has some confidence that this waiver will be approved. Do we have a plan for what to do if it is not? Do we have a plan for if it is not approved in TIME for the testing window to begin? Planning testing is a long-term project for most schools, especially alternative learning experience schools and those who are already fully online schools and/or state-wide. It's concerning that this waiver (and any possible back-up plan) doesn't take those considerations into account when thinking of the possibility of one school having to assess students across the entire state of Washington on very short notice. Seeing as how it's taken a solid month for this waiver to be submitted (since the guidance on 2/23) it's unclear how waiver approval, ESD and school 'sampling', communication, and then school planning can happen in the short time we have left, especially for those schools who need to reserve and pay for external testing sites in various locations across the state in order to provide equitable assessment access for their students.
Olympia	WA	98501	Quinn Dickason		I hope that only those districts who have been in-person since 2020 will be included in your sample population. To say that you are forcing schools to open more to address the youth mental health crisis and then turn around and require those students to take state assessments is disingenuous at best. Students who are just now returning to school have not had the access to mental health supports that school provides, where students that have been in person since 2020 have. If you truly want to mitigate the youth mental health crisis, you will exempt all the schools that have only returned to in person learning in 2021 from testing.
Portland	OR	97202	Katie Silva	Ktmbu@hotmail.com	The pressure placed on students during testing is normally difficult. This year has been stressful with not much in students control. This testing will show areas students have not learned yet and cause deep emotional feelings of failure for our students. Not based on their true abilities to learn and cope in a pandemic and ever changing school year. Not only for the fact that some students are still at home. This is an unfair advantage given to families with the means to provide full care during remote learning. This will only widen a gap that exists with our ELL and student living in poverty. Teachers do not get any data to be able to help them teach students from this test. Please consider students emotional wellbeing that has already had a massive year of trauma during this pandemic.
Spokane	WA	99205	Bruce Lockert	block2018@centurylink.net	The Trump Virus(covid) was spread ALL ACROSS AMERICA where Trump played role of DOCTOR TRUMP THE QUACK, complete with SNAKE OIL too. The biggest outbreaks were in dem coastal states, CA, OR, WA, NY, and etc. Then AW SHIT, it traveled to Trump gop states next, who got FEMA help faster than fast and dem states later. That forced many governors to do what was right things to do. Gov Inslee closed schools and began technology distance teaching. That in essence, in our times, kids are learning how kids in the future are going to be learning ... a glimpse of the future, today. That I am a military veteran, and back then there was college level courses through USAFI, communication and tests via mail; however, the final course test was in Base Education Office, under monitored and timed conditions, no books, only 3 pieces of paper and 3 pencils and the test itself. Same as college on campus took same test under same conditions. But colleges refused to accept correspondence college because of greed for money, piss on you. Government had CLEP test, where testing gave you experience in life knowledge to place you above freshman college grade, and colleges/universities accepting state and federal money were forced to accept results, or that big part of their budget money ended. But later on, congress got bought off, an ended good programs, both USAFI and CLEP testing. USAFI courses were not acceptable to colleges/universities by their collusion, to be greedy and of course make you pay them for what you already have taken and was tested upon also. In essence, colleges are money making machines as can be seen by college loan debts. And most college grads do not work in their area of major studies/. Maybe colleges should warrant jobs, or greatly reduce their costs to not cause debts. One good response to this abuse of education, is called the Western Governor's College, where costs are affordable, and is a college education. And like USAFI, using technology, correspondence courses with additional feature of INSTANT REPLAY of areas needing a second iteration for understanding. Like reading the book, same section a second time. But book authors are not good at all areas covered. Reason to go to library and read a different book, same area of learning, because between two authors, you can learn what you should have better. But the pandemic virus has parental problems. They forgot the subject area, or did not have it. Now kids need it. The moment most feared by parents, not knowing and in lock down in same house as their own kids. Good time for parents to refresh or learn, too. But distance education should be an ongoing requirement for all citizens, and the technology used should be good for a long time, where programing remains accessible to older devices, but education is ongoing. That would give WA State or ALL American citizens ability to do ongoing education as well as learn more and become better educated. That it should be a part of public education as well. That there should be a TRUSTWORTHY WEB SITE FOR KNOWLEDGE THAT NO SHITHEAD HACKER CAN ATTACK AND PUT STUPIDITY OR TREACHERY THEREIN, and this too should be part of distance learning. The way to do this, is to require for any information in such a system, have many education and government and government agency clearances before additions or changes be made mandatory, or it does not happen to keep hackers out. Google, wikipedia, and many more have truths mixed in
					with a lot of hacker treachery making them questionable/untrustworthy. But better internet standards, government regulated, not corporate greed/other agenda driven stupidity treachery, is needed going into the future. And for education this is a mandatory need to be achieved. But technology education needs to be part of all citizen's careers to stay updated, and credible. Teacher's unions want in person classes, and it really does not fit all people. Personally, I like the independence of not going to classes, but I was driven to learn because I needed the extra knowledge to do my job better than my competitor co-workers who basically felt a time being in place (seniority) was reason to promote them versus knowledge. I found that I was noticed as well as was able to score higher on skill proficiency testing for my career's promotion tests, and was considered a fast achiever. In the military there is the suggestion program, and that too, where you change weaponry systems that make them worse on the Russians, or make them more reliable, that those suggestions are also a measure of your leaning put to application and implementation. Another reason for promotion as well. The actual application of your learning with some innovation, does good for you, even if your competitors have college degrees but do not use their education the same way, and yes, they remain fixtures in your career, and later you have them on your team to do the work. Now motivate them into working on themselves to get them to achieve more. In management, it is not what you know because you cannot do all the work that your team is supposed to be qualified to do as their part of the overall work. Your job comes as being motivator to get everybody qualified to do their work, and to instill the want to become a leader themselves too, to be promoted and put to good use at a higher level. Gives room for the newbies to continue the cycle. But instilling leadership to be a motivator, takes a lot of work trying to find out what can be done to get the other person motivated. Teachers have same problem. So where does the next innovator begin to make his opportunity to make a new changing technology, the next step to be taken world wide? Who knows, and what kind of education he/she has, of things needed and things not needed. The world has lots of things needing change/fixing, and that is what the education process needs to be better focused upon. That human over population is highly obvious, and not much is done in this area for education. Just Trump playing DOCTOR TRUMP THE QUACK and his SNAKE OILS, and that knocked off 500,000. Still America and the world has too many people ... human over populations. There needs to be a world wide agreement to bring this down, because if we ever venture into space, and over populate the space ship, the vacation ride is ended ... unless humans are to be the source of protein, themselves. So education does need to have a lot more insight into the future solutions that have better outcomes. Something needs to happen to end the caveman, hormones, greed and stupidity that is so common in humans, even college educated ones. So it goes. Things to consider ... in our times. No
					need to reply. I am 76 and in my time, I did things for weaponry systems and lucky for humans, WWII did not happen ... but another Trump, and it might happen. Under lessons learned, what did we learn? And in the lock down and its rebellion against masks, social distancing, to dance, spread, and donate to Trump. What did we learn? But there are some things that can come into learning after the fact, and more than 500,000 die of a virus that does not have a brain, but can out think us and continue to exist doing its thing. So with some salt, a 500lb crystal, throw it over your shoulder and hope that you get good luck in education you can apply to earn a income to better survive manipulated money games of America's privatized money stupidity and politics as usual, not much improvement if any. Good wishes.
Federal Way	WA	98023			my child is in self-contained special education and is functioning more than 2 grade levels below her assessment level.
Seattle	WA	98101			I am mindful of continued COVID19 related impacts on class of 2022 and 2023 progress toward meeting their graduation pathways. I am fully aware that students have multiple options to meet these and yet the majority of students meet using the SBA administration their 10th grade year.
Loon Lake	WA	99148			Federal Assessments do not give the real picture of what is going on in the classroom, I have seen students who excel in class but on the assessment do not meet a high enough level to "pass" due to a variety of factors like the anxiety of performing at an acceptable level, worrying about homework situations. I have also seen students who need positive feedback to feel like they are succeeding while doing work and not able to do well at the test because of restrictions given to the teacher on what they can even say to a student while taking the assessment. It demotivates many students and given this year full of struggles both at home and at school I do not believe having a Federal level assessment would benefit any single person. The idea of sample testing is great in theory but again the same issues as above will still apply.

Seattle	WA	98103			There's some merit to this idea, but I'd hate to be a kid randomly selected to take tests instead of the majority of Washington kids, who will not. Also, the statistical approach you use will directly impact how equitable the analysis is or even can be.
Kennewick	WA	99336	Keri Shrewsberry, School Counselor, Kennewick School District	keri.shrewsberry@ksd.org	This school year has brought so many hardships and hurdles across the board. As a School Counselor, a mom and a Testing Coordinator, I've seen it first hand. The amount of anxiety and low self-esteem has increased enormously. I can't imagine placing a full testing season on these students who are already struggling to just get by. It is absolutely unfair to them to expect them to come to school everyday in May and spend it testing. Due to our Hybrid model, our 3rd-5th grade students will be testing every single day they're present in May. We can do better than that Washington State. Our students deserve better than that. They only receive two days of in-person learning as it is and it seems like a complete dis-service to have them spend a month testing, when they could actually be learning valuable information. If you have further questions for me and the unique position I'm in, please don't hesitate to contact me. I am here to voice what I believe is best for kids, and a full testing season is not what's best. Thank you.
Puyallup	WA	98375			Concerned this will be a discouraging requirement for students who have been struggling with online learning. Not to mention our students have been only getting 40% of the instruction time they would have got if they were in person.
Puyallup	WA	98375			I would like to see the CL2.0 students not come into the school building to be tested. Bringing more students into the building will increase the risk for the rest of the students and staff as well as expose the CL2.0 students to more people as well.
Tacoma	WA	98466			I am an elementary teacher and this year students have been robbed of so much by this pandemic. They've been robbed of vital instructional time, connection with their peers, and the routines they had fallen into pre Covid. Bringing students back under the guise of caring about their mental health, only to make them take these standardized tests is wildly inappropriate. Students and families do not need another thing to stress over, and these tests will only tell us what we already know. When students and families are surviving a global pandemic, with limited access to live instruction, our scores will go down. Let's save the money. Let's save the mental energy and anxiety. Let's spend time actually caring for the mental health of our families and students instead of adding to their plate.
Duval	WA	98019			I'm not sure I understand how the sampling is a better representative of student data than just selecting a district and having that district do every grade level of their part of the SBA.
	WA		Melissa Pederson	206-353-1070	As a parent of a senior and high school counselor its CRUCIAL that we are able to access waivers for students this year. I work at a non traditional high school and many of the pathway options are not available to our students. The ONLY way that the students can graduate is by passing high stakes tests which they have not scheduled for this Spring. We need additional options to meet the states graduation requirements and offering waiver options will help. These students have worked hard and gotten this close to the finish line. Please offer additional waivers to help them cross that line and move into the next stage of their life. We need our seniors to graduate.
Tacoma	WA	98404	Csd		Using this limited time we have of in person instruction to give this assessment is lowering the level and amount of instruction we can give this year. Also it will punishing schools that are actually in person because we will be forced to be part of the group even with the waiver.
Kent	WA	98030	Evan Sanders (3rd Grade Teacher FWPS)	evan.sndrs@gmail.com	It is becoming clearer and clearer that the real motivation behind getting students back in school is so that they can take a standardized test. Frankly, it is disgusting to watch the health, safety and lives of my coworkers, students and their families be put at risk for standardized testing. These tests rob teachers of valuable time at the end of spring to teach their students. These tests are also laden with racial biases and the data they produce is tainted by this.
Kent	WA	98030	Elizabeth Ridge	elizabethchvonne@gmail.com	I do not think it's fair to test students who are learning English this year. Teachers are supporting their development and often these families don't have the English proficiency to make decisions about taking the test or opting out. We already know they've been hit harder by schools being remote. This will only pull them away from more instruction to test when what they need is additional time learning.
Edmonds	WA	98026	Roni Cook Mukilteo Teacher and Shoreline Parent	Shorelineroni@gmail.com	Will this be an opt in vs. opt out testing? If we are truly concerned about the mental health of our children, we shouldn't be making them sit and do these tests once we finally get them in school.
Olympia	WA	98516	Jennifer jannicke		We have been teaching remotely all year. Students attend classes 2 days a week online for 45 minutes. There is no way they have even been exposed to half the standards. An assessment on things that have barely been taught will yield unusable data.
Olympia	WA	98516	Jeannine Leitch, parent of 3 public school students (grades 3, 6, 9)	Jjheersink@hotmail.com	I've always been skeptical as to the value of SBA testing. It evaluates only a snapshot in time of a child's learning. I have yet to meet the standardized child the testing purports to measure. The only thing the testing this year will expose is the further opportunity gaps present. Do we really need a test to tell us what we already know? If schools already measure benchmarks which give a more complete picture of actual learning, what value would standardized testing add?
Vancouver	WA	98682	Lynnell	lynnellmurray@gmail.com	I am deeply concerned about the burden testing will have on students and staff. Students only receive part time in person learning. To have that precious instructional time be taken for a high stakes high stress test would be a detriment to our all ready stressed out students and staff. I'm deeply advocating not to test 3rd and 4th grade students.
Kent	WA	98042			Mnnm
Bainbridge Island	WA	98110	Bethany Smith	bethkay2011@gmail.com	I understand the importance of knowing where students are academically to be able to provide quality instruction. Most students have been out of the classroom for a year or more at this point, and I think that any testing given to students is going to add to the stressors of surviving a pandemic with the absence of the structure and stability that the educational system provides.
Bellingham	WA	98225			All students are seriously behind. Everyone already knows this. Why make the students test when we aren't even fully back at school. This shows the true colors of the state, you care about kids when it's convenient and ready. You prize money from the government above everything.
Vancouver	WA	98683			Families, teachers and residents of Washington state are grieving the loss of freedom and are worried about COVID-19 lockdowns and procedures due to the constant splash of media and commercials, although some well meaning, which increase fear. Burdening anxious, depressed students and their families with masks, social distancing and health checks at the door for state testing will not provide accurate data at this time. We are trying to help our kids get used to these fearsome mandates by taking them in public, but they fear the masked and grip us tight to avoid getting near strangers. In person teaching on a regular basis is needed before jumping into a testing room with strangers after being drilled to keep away, mask up and stay in place for a year.
Auburn	WA	98002		mperinger@auburn.wednet.edu	Regarding ELPA21 administration. It concerns me as an EL teacher and ELPA21 test administrator that my students will have to be pulled from valuable instructional time in order to take this test. They need all the help I can them, and administering the ELPA21 takes weeks out of my program in a good year. Social distancing and no cohort mixing means I will essentially have to commit the next several months to preparing for and administering this test. It takes valuable instructional time away from these kids, and for what, exactly? These scores will be skewed, a disproportionate number of my students are staying at home (not coming to the school) so their English language exposure is abnormally low. What valuable information will this test provide that it's worth cancelling weeks of instructional intervention for these students? I ask this to myself every year, but this year is especially upsetting for obvious reasons. Please take teacher concerns into account. Prioritizing this test over actual instruction WILL hurt my students.
Portland	OR	97267			Please give parents the opportunity to opt their child/student out of these tests. Especially if you plan to administer testing in-person... during a pandemic.
Seattle	WA	98178			I see this as a major step backwards. There have been a few examples of teachers acting not in the best interest of students when it comes to tests. And when teachers simply pass students because it is easier than dealing with the principal or parents (don't pretend that doesn't happen) then they will just pass them and nobody will see the issue until later and the student is failing and punished. It is important that we see how all of the schools are doing, not just some. It doesn't make sense to me that a random sample can be a representative sample either. This is like when Trump didn't want to test COVID to keep the numbers low. It's like you don't want to test because the numbers are bad; instead of finding solutions we're avoiding the problem. I agree that there is a better way of doing tests at the end of the year, like not testing in every subject in every year, but it is not teachers assessing students...that's just grades. And grades are not a good measure of a school or district.

Vancouver	WA	98682	Madelyn Troiano	3606443380	I have so little time with my students this year. The idea of testing them at all is unfair.
Puyallup	WA	98375	Puyallup School District		We know from online participation, grades, student and parent feedback that distance learning and now the transition to hybrid is difficult. Most curriculum is way behind schedule which means a lot of material has not been covered. Standardized testing and the stress it may cause families and students is not helpful.
Maple Valley	WA	98038			Since ELL students are still required to take the ELPA21/WIDA Alternate Access assessment I hope that is being considered when deciding which students take the different parts of SBA. They are already missing content instruction to take one assessment; they can't afford to miss more instruction. It would also be inequitable to ask them to do more testing than other students.
Chehalis	WA	98532			Why the decision to test all identified ELLs? This has a tremendous impact on my 115 students! They will not be able to receive support service for the rest of the school year as my time will be completely dedicated to testing while kids are in the buildings. What an inequity! These are some of our students who need the most instructional and emotional support right now and we're taking that away just to take a high-stakes test. To add to my confusion, the state will be using a different set of ELP standards and assessment in the 2021-2022 SY so we won't even be able to meaningfully compare this year's data to next year's. This feels socially unjust to me and I am disappointed OSPI thought this was a good plan.
Sequim	WA	98382			I would suggest that 3rd grade students be tested in Math and the 5th grade students be tested in ELA. 5th grade students have had more time and experience keyboarding. Since third grade students have been out of buildings mostly for a year, it is harder to guarantee that the test results will show their ELA knowledge, rather than a lack of keyboarding instruction.
San Jose	CA	95120			I think instead of 3rd grade ELA We should test 4th grade ELA. Many third graders have never taken a test like this including practice tests. 3rd grade would not be a good cross section of students to evaluate.
Tacoma	WA	98406			From my perspective as a SPED Teacher for medically fragile students with profound disabilities I have observed how difficult it has been for our students and their Parents/Guardians (challenges supporting them with their asynchronous learning activities) to make any relevant progress on their IEP goals. Parents for the most part appreciate the effort made to have in-person learning, we were the first back in the building (October 2020). In my opinion, State assessments this COVID-19 school year would be with a BIG Asterisk, given the deep inequity issues under these circumstances
Leavenworth	WA	98826	Bonnie	bphipps@cas cadesd.org	I'm the only EL teacher at our K-2 school. I have 55 EL students including 8 remote only students. Students only attend classes from 7:45-11:30, 2-3 days/week. It will take me 75 days to administer the ELPA this year, which means my EL students won't be getting any EL instruction for 75 days. This is NOT ok or equitable. If we chose not to deliver EL services for 75 days, we would be in big trouble. It is ridiculous that EL students are required to take the ELPA this year
Seattle	WA	98118			I am wondering how testing is equitable for all families in Washington. There are many families that are not getting access to technology, emails or notifications at this time.
Vashon	WA	98070			Students who are continuing to work remotely for the duration of the school year for any reason should not be expected to assess if their school is chosen for the random sampling, i.e. if the parent opts their student(s) out, there should be no penalty for the school.
Wenatchee	WA	98801	Jennifer Devereaux		We are an all online school in our district created over the summer. Our enrollment is 550. The logistics of testing kids in person is a nightmare for us for many reasons. Please consider testing for all online programs an optional event for districts.
Bonney Lake	WA	98391			I am a grade 3 teacher and would like to point out that grade 3 students have zero prior exposure to the test and therefore require an extensive amount of instructional time just learning how to log on to the SBA system, familiarize themselves with the format, and take the actual test. Instructional time that we already don't have just to try to cover an adequate amount of learning standards to prepare them for grade 4. It seems very unfair to test this grade level. I see my students in person for 2.5 hours per day, 4 days a week. As of today, March 18, I have 142.5 hours of in person time left with them for the year. Preparing for and administering this test will easily take at least 15 of those precious hours. Their Chromebooks are currently at home for asynchronous learning. As a district we will need to begin collecting those well in advance of test administration so that they can be prepared by our tech department with the secure browser. This creates yet more instructional loss time as they will not have these devices at home to access instructional materials I am providing for them to do when they are not with my for live instruction. We are now talking about HOURS AND HOURS of instructional loss due to test preparation and administration and it is not a cost that I believe we can afford for our youngest test takers. Please reconsider your "sampling" age group.
Poulsbo	WA	98370			While state testing has never been an equitable measure of student ability. This year above all years any amount of testing requirements will only serve to widen the inequality gap. Our top priority should be students IN SCHOOL to learn. Many missed out on being in the classroom for over 10 months. Asking students to not only take a high stakes test like this but ask teachers to divert their precious few hours with students each week in preparation for such a test goes against the goal to get students back in school. We know that now more than ever students are facing high anxiety around school and testing. Why add undue stress to students when the goals of this administration are to support student mental health? I urge you to find a way to allow each district to find its own way to report student growth. Why not instead use the money that would be spent on testing on surveying teachers about how many of the common core standards they were able to fully and deeply cover with students for the last two years? Spare teachers and students the mental stress of more high stakes testing and let teachers do what they do best, teach.
Ephrata	WA	98823			Why?
Chehalis	WA	98532			Why the decision to test all identified ELLs? This has a tremendous impact on the students I serve! They will not be able to receive support services for the rest of the school year as my time will be completely dedicated to testing while kids are in the buildings. What an inequity! These are some of our students who need the most instructional and emotional support right now and we're taking that away just to take a high-stakes test. To add to my confusion, the state will be using a different set of ELP standards and assessment in the 2021-2022 SY so we won't even be able to meaningfully compare this year's data to next year's. This feels socially unjust to me and I am disappointed OSPI thought this was a good plan.
Tacoma	WA	98409	Summer Shelton, Washington Virtual Academies	sushelton@k12.com	Online schools do not have place-based locations for testing. Smaller sample sizes does not waive the burden of booking testing sites. This puts an additional burden on students in the five grades being tested. They will need to prepare to drive (in some cases up to an hour) to a testing facility. The teachers will need to travel across the state, as we are a multi-district program. We would hate to see state mandated testing turn into a super-spreader event.
Seattle	WA	98136			A rush back to in person instruction while districts and teachers were hammering out agreements just so you can get that testing money and those Biden dollars? Really? Not a good look...
Centralia	WA	98531	Tammie Jensen Tabor	tjensen-tabor@centralia.wednet.edu	I appreciate the sampling approach but do wonder about the efforts of the teachers doing the WA-Aim as they worked so hard last year and then again now and I worry about these staff feeling as though their work does not count. We dealt with very frustrated staff last year
Tacoma	WA	98433	Erlinda Iniguez		I would hope that since the expectations were so low for attendance that you all of a sudden don't decide to test these students you didn't push to attend a single class. It was disheartening to see that students just had to attend a meeting for 5 or less minutes and they couldn't be marked absent. Students will always get away with as much as they can and our students did just that. In New York students had to attend all classes and none of this 1 minute class attendance. It is absolutely a shame to see that you would like to test students who weren't required to attend all their classes. Please save the testing to those schools that were able to have some level of class attendance expectation. Thank you.
Kirkland	WA	98034	Heather Jenks		Many families are stressed because they now feel they must make a choice between letting their child come back to an in person hybrid model, only to be subjected to 8 days of computer testing or stay remote online.

Bothell	WA	98012	Kelsey Graves	kelseycoogan@gmail.com	I appreciate the need to assess our students to see what effects the pandemic has had on their education. However, the SBAC would again take time away from their education. It would interrupt the precious little time they have to for instruction. Further, since we have students both in-person and remotely learning still, it will be hard to monitor that the students are engaging in the test without assistance. Data that reflects the student working with someone at home is not helpful.
Seattle	WA	98166			Too many logistical problems with being in a hybrid model with 2 cohorts, students with jobs to help their families, lack of space & staff, all the mandated safety protocols, expected rate or 40% or less returning, shortened time period, taking time from already different schedule with students only being on campus up to 2 days a week if they come, many choosing to remain remote, & other concerns.
Kent	WA	98030			So, is the reason the state is so concerned about going back is to test students? Can't waste money that will line the pockets of Pearson Education, eh?
Seattle	WA	98117	Caitlin Racey		If we are rushing kids and staff back into buildings because of fears for students mental health, the last thing they need to do is be tested. Let's re-acclimate them to being around other people and try to heal some of the trauma from the last year.
	WA		Shelton School District		While I like most of the plan, here are some area that concern me: if you are doing a sampling model, why also do an adjusted blueprint? It won't match up with any other year psychometrically; why not offer both ELA and math for HS as a pathway? Some students will want to show what they know and not apply for a grad waiver (think college); why test grade 3 this year? They are the first tested grade and this group has had both 2nd and 3rd grade impacted. I would like to see a waiver for the 3rd grade reading instead. That is just going to be upsetting for families, students, and teachers. Most are not where they would usually be. Let's not make them meet with all families and say they are behind! I would rather see districts write a plan for how they will assess reading skills for grade 3 and a plan to address gaps in grade 4 in addition to grade 4 standards. Instead test grade 4. In addition to SBA, districts will be testing for reading disabilities, to include dyslexia, in grades K-2 starting in the fall. Most importantly, we know that teaching the younger grades online has increased gaps as it depended greatly on whether parents could be home and assisting. We also know that sped students have been impacted the most by remote learning. Consider waiving WA-AIM as well.
Phoenix	AZ	85014			I am a concerned community member who is very concerned about your demands and processes around standardized testing this year and in general. Please include all teachers and advice through these choices. Providing communication in all language options is absolutely required.
Redmond	WA	98052	Tracy Smith	mymanyautisticways@gmail.com	Coverup?
Maple Valley	WA	98038	Tahoma school district parent		My son tests ok, but still slides thru the cracks in his learning, he had no help/intervention even after repeated requests since his test scores are ok. His unit/daily work is a better indication of his skill not his sba test scores.
Auburn	WA	98092			Probably not the best time for this testing.
Vancouver	WA	98684	Ashley Giha	Redsand12185@aol.com	We just went through a really tough and unexpected year with COVID-19. Families should be given the choice to opt out returning to school to do standardized testing. It is important that we do what is in the best interest of families. If there is a waiver to opt out then it needs to be accessible for all families. Schools have only recently begun to open back up throughout the state which makes it a critical time for school faculty to be flexible in supporting student needs.
Auburn	WA	98092			Please consider how unfair and inequitable this in. Some kids are at home, some not. How is this fair?? Ridiculous
Edmonds	WA	98026	Parent and substitute teacher		Is testing only being administered to those who choose in person learning? I've heard many people are using this as a deciding factor. Kids are opting to stay home because they won't have to do testing. Parents are opting for remote because at the end of this year of minimal educational minutes, the idea of using two of our kids 20 in person days to administer a test seems ridiculous.
Boston	MA	2116	Gordon Alvord		For years the education system has touted the importance of standardized testing to measure performance and trends of schools and children. Under these circumstances it is more important than ever to identify how much the Dept of Education is failing our kids. Or are administrators afraid of the results and accountability?
Bothell	WA	98012			Please offer the opportunity for high school students to "opt in."
Seattle	WA	98103	Jennifer		Due to safety concerns, should a child in kindergarten continue with the remote learning option for this school year, will these students have the option to be tested remotely to indicate not only that they have mastered their current grade level expectations, but also to determine if they qualify for advanced learning opportunities at current or future grade levels. Also, with the proposed new bell schedule -students that are currently attending remotely and continue to do so, will have their live instruction schedule decreased for small groups to only afternoon or morning blocks- that they currently have.
Seattle	WA	98103	Parent		Per Seattle public schools recent update, it appears at the Fountas & Pinnell (District and state required testing)for kindergartners will not be able to be administered remotely this school year. As the 100% remote option is currently being offered for the remainder of this school year, this is concerning for parents that have safety concerns that children who stay in remote learning may not be afforded the equitable opportunities to gauge completion of their grade level expectations and determine if other instructional supports are needed.
Yakima	WA	98902			No Science testing until in person learning is restored AND schools have a chance to adequately address the standards with hands on learning.
Tacoma	WA	98407	Kirran Medchill	2533592994	We should only have the math state test for 10 and 11 graders, because all the tests are inefficient for transportation and take up to much time for data that isn't good.
Portland	OR	97222	Jennifer		I am a parent of a Connections Academy student in 10th grade. The whole purpose for us switching this year from our brick and mortar school to fully online public school is to avoid disruption to our family. Please allow the fully online schools to either test from home as they do for all the other tests or do your sampling from the brick and mortar schools only. Having to drive my child one hour away to a random test site is not going to yield true results of his learning, it is very disruptive.
Bellingham	WA	98226	Charlotte Davis	charlotte.davis@bellingshamschools.org	Please make sure that in planning the 2021 administration, you leave the door open for 10th, 11th, and 12th grade students (or at least 11-12 gr) to opt in to testing for the purposes of meeting a graduation pathway. Passing a state test will, for many students, be the quickest way to achieve their graduation pathways. Creating more types of opportunities to meet the grad pathways is a great move towards equity, but if we remove the most efficient option, we cost our students time & energy. That cost will disproportionately effect the students farthest from educational justice.
Bellevue	WA	98008			You should either test all or not test anyone, creating a truly random sample while making sure there is sufficient representation from the different demographics, socio economic status etc. is going to be very very hard. Using this sample data to then make any decision will not be right. So if you need the data test everyone, else make the decision based on other factors.
Tacoma	WA	98422			It is extremely frustrating to have just found out on Friday, March 19th that our students will be testing ONE MONTH from now. Why was this decision only announced now???? This announcement and decision should have been determined LAST FALL when school started. How are we supposed to get our students prepared for something when it is only a little over a month away?? Someone dropped the ball on this one, and I am afraid and concerned that students will pay dearly with their test scores. This last year has already been difficult enough, and now in the last fraction of the school year, you are notifying us that testing is happening in about a month's time. Unbelievable.
Seattle	WA	98106			No thought is being given at all to student mental health by continuing to test them. Imagine being a 15 year old, learning from home in a new way, all year almost, and then you get asked to come back to hybrid AND take a test where the performance impacts graduation requirements. If I were a 15 year old student, I'd feel like I am just being called back to school to test for the state. Going back to school is about me (the student), it is about testing.
Snoqualmie	WA	98065	Snoqualmie Valley School District	callisonv@svsd410.org	1. Will the graduation pathway requirement be waived for current 10th & 11th graders? The SBA is a viable pathway for many students. We make decisions about pathways based on the students 10th grade ELA SBA scores, to include course placement in 11th grade. 2. How will 10th & 11th grade students pursuing the Seal of Biliteracy demonstrate proficiency in English if they don't have a chance to take the ELA SBA as 10th graders.
Lakewood	WA	98498	Diana - Evergreen Elementary		I am wondering as far as management of the testing environment when some students might be taking the assessment and some are not - would that be a school plan/district plan to manage or will this be part of the requirement and input into the system for proctoring.
Seattle	WA	98122			Thank for decreasing the impact of testing. I am still concerned and curious why a sample has to be taken. What will we do with that data? Is the impact worth it, or is the sample to check some box? How will the sample be taken? Also, does this mean no testing will happen in high school, or did I miss that in my quick scan?

Yelm	WA	98597	Yelm Community Schools	kurt.fourre@cs.wednet.edu	I have several questions related to the waiver. The first is will there be a possibility of seniors testing even though the waiver specifies grade 10 math only? Will private school/home school/online school students who ask public school districts if their students can test be allowed to test if they fit into the randomly selected district/school for the grade being assessed? While I understand the rationale behind minimizing impact by only sampling having two years in a row with no testing leaves a hole in our systems for assessing student progress and is a real challenge for HS students wanting to access the SBA pathway.
Marysville	WA	98270	Marysville School District		How will scores from this year impact ESSA status?
Westport	WA	98595	Nani Villarreal, Ocosta School District	nvillarreal@ocosta.org	I have read the information regarding OSPI's proposed student assessment plan for ELA, math, and science. I have also received information from OSPI regarding ELPA21 testing. The information states that the guidance to go forward with ELPA21 testing is "firmly rooted in civil rights". I understand that ELPA21 helps to guide instruction and student placement, but so do other state assessments. Why the difference between these assessments? It seems that requiring all "students that can safely test" to take the ELPA21 and then to only test a "representative sample" for other state assessments also becomes a very big equity and civil rights issue.
Seattle	WA	98101			I am curious when OSPI hopes/expects to make the announcement to districts. When do you expect/hope to heard from US Dept of ED
Bainbridge Island	WA	98110			When considering this waiver, I would like to ask the state to consider also students taking alternate assessments, such as the WA-AIM. By the time this decision has been made, these special education students will have already begun being assessed! Any intended relief to students and families is not even available to this group of individuals. This does not seem like equity.
	CA		Andrea Feil	andief@aol.com	11th graders were not able to test at all last year and now will not be able to test this spring either. They will be required to pass a test next year that they have had no experience with. Most 10th graders do not pass the SBA mathematics assessment. So why are you forcing their first high stakes assessment experience to end in probable failure, and shatter their confidence to pass any such assessments in the future. Will schools and districts be allowed to test 10th graders in ELA as well as math should educators, who are in the best position to make these decisions for students, believe it is in their best interest? What about assessment waivers for 2021 grads?
Seattle	WA	98118	Elizabeth Andrews	2068193337	How much will this cost? Why are we spending precious tax dollars on testing during a pandemic? Children need mental health services as the Governor and Sup't. of Pub. Instruction claimed. Arguably educators do too. Why punish them with testing especially since you've already announced students are behind? Kids hate the tests. Tired of my tax dollars going to test companies while children suffer.
Richland	WA	99352			For students that are virtual learning, how will you make sure that students are taking the test and not their parents?
Kirkland	WA	98034	Public school teacher		I understand that the federal govt is allowing reduced standardized testing (and it would be better if eliminated entirely), but reduction is good. If approved, would the 10th grade tests be required for graduation? Would last year's students be required to pass as well?
Redmond	WA	98053	Bryan Weinstein	bryanweinstein@outlook.com	What action items will result from this survey based on a sample that could result in future inequities to under represented populations
Battle Ground	WA	98604	Prairie High School	sloan.christy@battlegroundps.org	Since waiving the whole test is not an option, it makes sense to only sample a small number of students versus all students. I am concerned about equitability however. If the waiver request is accepted, can the grade level teachers who are part of the plan get a one-time bonus? Another question I have is for high-school students. Last years sophomores were supposed to take it this year, but if the waiver request is accepted, they won't have to take the tests. Will they have to do so their senior year as part of the H.S. and Beyond Plan, or can SBAC be waived with proof of SAT (or something similar).
Battle Ground	WA	98604	Susan Remmen	remmen.susan@battlegroundps.org	How will you get students who have elected to stay remote to come in person for testing? Will schools get a zero for students who don't come in? We have about 50% of our students who have elected to stay remote. I doubt they can be convinced to come in just for testing.
Spokane	WA	99206	Central Valley School District 356	bash@cvsd.org	I see we have lots of comments on what WA has requested as part of the waiver. What about what happens if the waiver doesn't get accepted?
Olympia	WA	98506			1) the recording of the webinar held on Wednesday was not posted on the website 48 hours later. I was looking for it today, Sunday, and it is still not posted. 2) Page 14 of the full proposal states that families are to be clearly given the option to opt-out of the ELP assessments. But nowhere in the document is it stated that families are to be given a clear option to opt-out of the ELA, math, and science tests. That seems unfair. 3) The document also states that "all" students in the grade level will be expected to test. If this means that all students enrolled in the school, including those whose families choose to remain 100% remote, will be expected to test, then I call "not fair" and "not nice!" Those families are choosing to remain away from the school buildings for very good reasons. And now the state is going to force them to go in the building? For the ELA and math tests, this means multiple days in the building, since those tests should be given over at least 2 days (one for the CAT and one for the PT). What if a student does get COVID-19 from being in the building for testing, who will be liable? The school district or OSPI? The families will likely sue both. Will the federal government pay the settlement, or will Washington tax payers have to pay? I think those families should not be forced to the school to test, and if that causes the tested group to not be representative, then OSPI just needs to be okay with that. 4) what if all this random sampling impacts smaller districts more? It seems possible that a district with only one or two schools could have to test more than one grade. That's a big burden and risk for the small districts. 5) Will families get scores for their students who DO test? Will schools get to see those individual results? It seems like they should get something for all the effort.
Yakima	WA	98901	Renee Lacy Naches Valley School District	renelacy422@gmail.com	While I would prefer that we not waste any precious instructional time on Smarter Balance testing in 20-21 this random sampling is better than the option of all being tested. But I do have questions. Will the random selection be of districts that have actually returned in person or a complete random draw meaning some districts that are fully virtual or who will just be returning in April now have to test before they end the year in June? In addition all districts who have returned to some schedule if in person instruction have been required to provide a fully remote option for those families who did not feel returning in person was safe. If their district/school is selected will those fully remote students also be expected to test? How is a secure test environment supposed to be assured within a student's home? It's hard enough to provide that controlled environment in the classroom. I anticipate a high number of parents requesting to opt their child out form testing. Will those opt outs still reflect negatively on the district's overall scores? I may have missed it but I did not see that addressed in the waiver request. Thank you for the opportunity to comment and ask questions.
Connell	WA	99326			Looking at the # of students taking the assessment at each level, would you have each school give all the different tests or have one school take the science and another school complete the ELA in order to get your % of student taking it?
Lacey	WA	98503	Parent		1.) It's not clear if families will actually get their student's individual score. If a student is testing, they should get something out of it and get their individual score sheet. 2.) For general assessment, can families opt out? Forcing families who have good reason not to be in the school buildings (chronic health conditions, etc.) to go to the building to test is not equitable. And, if a student/their family was to get sick from this, who is going to be liable?
			Gulsevin Kayihan, Montessori Academy at Spring Valley	svmtep@gmail.com	Will the new proposal apply to Private schools also?

			Donald Johnston Orcas Island School District Principal OASIS K12 Director of Special Services (Special Education, 504, ADA, Title IX)	360-376-1562, djohnston@orcas.k12.wa.us	So if the waiver goes through, all students in 3, 5, 7, etc., will be assessed in their assigned SBAC test across the state and then OSPI will pull 12% of those scores, or only 12% of students across WA will be tested in those grades and assignments?
			Sheena Harter, NBCT 3rd Grade Teacher Crestwood Elementary	(253) 891-4550, sheena_harter@sumnersd.org	I would like to know if students whose parents have chosen full distance learning for the remainder of the year will also be included in the testing and how that will work if they are not on site students.
			Sebastian Ziz Principal, Woodward MS, Bainbridge Island School District Office	sziz@bisd303.org	What is the timeline for notifying schools if they will be testing? I'm concerned that the turnaround time for getting setup to conduct testing in this year's unusual circumstances will be too short to ensure a smooth process. Thanks for any ballpark you can provide.
			Julie Doerschel, National Board Certified Teacher, Title I Reading Specialist, Sunset Elementary, Evergreen Public Schools	julie.doerschel@evergreenps.org	I'm wondering how this waiver affects passing the SBAC as a graduation requirement?
			Kerri Ruark, Special Services Secretary, Pomeroy School District	kruark@psd.wednet.edu	We are wondering if the LDA test is also being included with the State testing waiver plan this year. If it is, what do we as a school district need to do on our end if anything to request the waiver?
Ocean Park	WA	98640	Ocean Beach School District	amy.huntley@oceanbeachschools.org	The instructional hours lost to prepare for and take the Smarter Balanced Assessment is unacceptable at this time. We need to use assessments that provide us actionable data per student, rather than a global assessment. We only have our kids 2 days per week, we need to use time for instruction, not standardized assessments.
Bremerton	WA	98311	Michelle Olsen, Port Angeles School District		Our priority is in person instruction. State testing as we have done in the past is not appropriate to support students, families m, and staff. We know there has been learning loss. We can quantify this with classroom based and district wide assessments. A state wide test will take 2.5 or 3 weeks of in person instruction. State testing robs time for closing the gap both in time it takes to test and the learning of state testing procedures. Just like continuing to weigh a pig doesn't increase the pig's weight. We know there is student learning loss so we don't need more testing. This a what is best for our students- let's keep our students at the center of our decisions. Thank you for this opportunity to share my thoughts.
Bothell	WA	98012	Sarah Keane Teacher		I think we should waive all state assessments this year, as they are more punitive than formative.
Bothell	WA	98012			No state testing! Results will be inaccurate and unreliable!! Also, how will we monitor students taking tests from home? Are you going to require they come to school just to take the test? Stop filling the moneybags of test makers.
Vancouver	WA	98683			I will opt out my children from any testing. This test is ridiculous and should be permanently removed as a requirement. It is absolutely pointless to test students this year. My kids have barely been in school and to take more time away from their classroom and teachers is a terrible thing to ask for. Leave the kids in class to learn the required curriculum.
Seattle	WA	98126			I am a high school teacher and believe we should not spend our precious time back in buildings taking standardized tests. Students have enough to deal with and enough stress as it is. This will not help their mental health (one of the reasons why we are being asked to return is to help their mental health, not hurt it). Do the right thing and waive all standardized test requirements.
Upper Marlboro	MD	20772	Lesley McQuarrie	esheymc@hotmail.com	I will opt my child out of these arbitrary tests. My kids are so stressed and barely hanging on and I refuse to put the pressure of these tests on their shoulders. I trust the teachers to evaluate my children's academic progress. I implore the state to exempt all testing requirements for the sake of the students, teachers and caregivers. We are very much still in a pandemic and the very real stresses of life have not subsided. There is so much uncertainty what school will even look like when they are allowed back and the first thing they get welcomed with is testing. That sounds very disappointing and actually also cruel. Please, hear me, these tests are useless and expensive and tell the actual educators nothing of value. With this pandemic we have been given an opportunity to reevaluate things that don't work. These tests do not work and the only power I have to give you my comments, AND opt my children out. Please, I hope you hear my words.
Lake Stevens	WA	98258			I do not believe assigning a state assessment around the time students will be returning to in-class learning is an appropriate message to send to students and families. We should be prioritizing social-emotional learning and trauma-informed practices rather than welcoming students back and immediately giving them a state assessment.
Seattle	WA	98108			I am a secondary teacher and believe testing should be waived this spring. "Learning loss" is a myth and the continual messaging in the media hurts our children's self-perception and academic identity. It also falsifies what learning can look like--it is not just standardized test scores. When students do return, the focus should not be on testing, but SEL, academics and helping students integrate back into schooling in person.
Puyallup	WA	98375	Kelli gomez	Robandkelligomez@yahoo.com	Please waive the test!! These kids need more right now!
Tacoma	WA	98407	R. Tagaban	None Provided	State Assessments should be waived this school year due to COVID restrictions. We have so many students who have had limited access to remote learning due to their circumstances. Requiring state assessments is another example of the promotion of privileged over disadvantaged. Perhaps it is OSPI's intent to highlight this discrepancy?
Puyallup	WA	98375			Seems with everything going on during this pandemic (kids being out of school for over a year and the kids in school receiving GREATLY reduced instruction time) testing will be a great waste of time and resources. This is an unfair situation to teachers, students and families. There is nothing to gain from testing students during this time.

Belfair	WA	98528			SBAC testing should not be required for high schools this year. Students are just back in building in our district and SBAC testing will take away from our in person instructional time and much needed Social Emotional supports our students need right now. State and federal testing will get in our way.
Port Orchard	WA	98367	Annie McCabe - School Counselor		We just got kids back to in-person learning. I am so disappointed that precious class time is being taken away for a test that will not show accurate student growth. Our students have not been in the classroom for a year and yet you want to "test" them... What do you expect to see? We have been in a pandemic - families have been focused on surviving. Taking a test which causes addition stress and anxiety is the last thing they need. I am so disappointed in our local government right now.
Pasco	WA	99301	Pasco school district		Students are learning in a different modality as well as significantly less time in the classroom than normal, as well as during a difficult period of time. I propose that testing be cancelled. That time could more wisely be used to catch up students on missed lecture time. But, if tests are offered, have a special note accounting for the circumstances so that test scores can properly be evaluated. We make special notes of accommodations for SPED students, let's do the same for this year's students in general.
Cheney	WA	99004	Ryan Grant	ryanandpaula@juno.com	Respectfully, this is still too much. The only legitimate and ethical case this year is to cancel testing--the data that you get, even with the methodology described, is going to be absolutely useless. Let districts use their own assessment systems (Aimswab or NWEA) to identify those kids most behind and in need of additional support; the SBAC is not important right now.
Puyallup	WA	98375			Should not require assessments this year
Vancouver	WA	98682	Angela Mitchell	503-329-2663	As an elementary building principal, we have been taking great pride in our steps to support students academically and emotionally during this pandemic and time away from the physical classroom. We have excellent methods of two way communication between families and school. As we have continued through the year and gotten more and more children back into a routine of coming to school, I see a huge adjustment made back into a routine of steady learning practices. We, as a staff, are working really hard to continue to be strengths based on not look at learners through a "loss lens." We already know that kids have lost a lot through this, we don't need to belabor it. On top of this, having my own 4th grader and 8th grader, I fear that they be assessed formally again this year and may be told that they are "not meeting standard." Their own expectations have been shattered throughout the year. Do we really need to assess them again to determine how kids are doing or how schools are doing? This period of time will go down in history. We don't need a data point to tell us that.
Puyallup	WA	98375			Difficult to test students who have not had the benefit of an in-school teaching. While teaching was being pursued with distance learning, the quality was not up to in-school expectations. Our students should not be penalized with a series of tests that will not accurately reflect the material that has not been introduced yet.
Seattle	WA	98133	Chelsey White	cmwhite@seattleschools.org	I am concerned that this plan will put undo pressure on student during a time that is already difficult. With the change to offering in person instruction and working through the logistics of this testing in addition, I believe, will not demonstrate a real placement of levels.
Battle Ground	WA	98604	Battle Ground High School	ferrier.kathy@battlegroundps.org	If we can't get the entire test waived, then this is the next best thing.
Puyallup	WA	98375	Aaron Rowan Stahl Jr High	rowanas@puyallup.k12.wa.us	Administering state tests to our students this year would not be a good use of funds or time. Clearly every student has received less instructional time this year and for part of last year. Many students aren't even coming to school at any given time. We do not need a state test to put on the shoulders of students, parents or teachers this year, and it may even have to change what that looks like for next year as well. We just want our kids to be healthy this year mentally and administering a state test where we do or do not do anything with the results would not be healthy at this point in time.
Leavenworth	WA	98826	Bonnie Phipps	bphipp@cascaedes.org	As an EL teacher, I find it interesting that you want to reduce the stress on families, students and teachers who are native English speakers by reducing the number of Smarter Balanced tests they need to take, but all EL students still need to take ELPA as well as some Smarter Balance tests. Taking both of these assessments seems quite stressful for those EL students who are not yet proficient in English. Sure we want the data, but our school has been serving students remotely and in person since October, and no matter how hard we've been working to connect with students to make sure they continue learning, I don't feel like these test results will be valid. So why put the students through it? Their time would be better spent in the classroom learning as much as they can instead of taking a test.
Vancouver	WA	98682			Children should not be assessed this year! There has been too much trauma for them and doing so would take more time away from learning that needs to happen. Why would you want to test? I question the reasoning ethically, behind why we are even considering testing our children this year.
Puyallup	WA	98375			State testing should not occur this year. Students were not prepared and it is not a good way to evaluate "where they are at". It will do NOTHING to help with students' mental health by making them feel unsuccessful, unprepared, and stressed. It will also take up valuable time and MONEY that can be allocated elsewhere.
Kennewick	WA	99336	Chad Foltz	thefoltz4@charter.net	Our students and families are under a tremendous amount of stress with every day life during the pandemic. Kids simply do not need the stress of testing placed on them at this time. What testing at this time will do is provide us with bad data. We all know that kids are behind, why do we want bad data? The data means nothing right now and principals and schools would be foolish to make changes and adjustments for the 2021-2022 school year based on this bad data. Bad data is more harmful to schools than no data.
Elma	WA	98541			Let's just waive the tests entirely this year. Distance learning has been too hard for the kids AND the teachers.
Puyallup	WA	98375	Zayna Salloum	zaynas@gmail.com	Children living in the time of a pandemic have more than enough to worry about. Educators are also effected by our world turning upside down. To take instructional time away from these students and their teachers in order to complete an arbitrary exam is almost cruel. Let the teachers teach the content this year. Allow them to catch the kids up next year. Do away with the testing for awhile and allow kids to simply learn, grow, and thrive.
Puyallup	WA	98375	Janet Foster/ PSD Stahl	fosterje@puyallup.k12.wa.us	I do not believe that all students should be tested this year. Many students were unable to access their education due to circumstances beyond their control (ie. internet connections, parent unable to assist, homelessness, cognitive ability, etc). It would not be an equitable evaluation of improvement for the year. There should be no required state-wide assessments until ALL students are able to be back in the classroom full-time, in-person.
Puyallup	WA	98375			I would not recommend testing secondary students this year. We were the last to return to buildings and are only able to teach two lessons per week to our students. The loss of teaching time would not be worth it. The organization and scheduling of returning all kids (online and in-person) to campus would be a logistical nightmare and I don't believe the results would provide accurate student data. For elementary, testing our younger students would give a baseline, but I'm not sure if that outweighs the loss of instructions and organization required to implement. The cost to implement vs benefit does not seem worthwhile, since scores across the state will be lower due to our current situation.
Seattle	WA	98111			I will be opting my 5th grader out of the state testing regardless of what KSD proposes. It's ridiculous the waiver was not honored. We are opting out because my son found this particular type of testing so stressful that he talked about it for a full year after taking it in 3rd grade. I am also personally opposed to the state testing because of the time it takes away from classroom learning, the burden and stress it places on teachers and schools, and because it continues to perpetuate the myth that testing somehow equates a student's capability and academic measure. I string believe Our public schools over test their students. It is outdated, inequitable, and a relic of the bygone "no child left behind" era. We don't be participating.
Federal Way	WA	98023	Amy O'Leary-Washington Connections Academy	253-256-5093	As a virtual school we are having a tremendously difficult time securing locations like hotel conference rooms to ask students from all over the state to come and test in person. Many hotels are not even opening meeting rooms, and many of our families do not yet feel safe with COVID for the students to be gathering in a room with 20+ other students to take a test. Why is it SO necessary this year when we are clearly NOT out of the woods with this pandemic to force students in person to test? The state claims to care about student mental health in this pandemic but then are going to force them to take a test so they can prove with data that many students are not meeting benchmarks for this year? Is that really in the best interest of our student's social, emotional, and mental wellness? Are we still so concerned with data and test scores ABOVE the safety and well-being of our students? We all know what the data will show...that students and schools were not able to fully meet standards this year. Why not let schools have to change to get back in person this year and next year and help get students back on track and then test NEXT YEAR to see what we are looking at. But forcing this on schools and students right now when we are NOT out of the woods with this pandemic seems very forced and very much NOT in the interest of students whatsoever.

Battle Ground	WA	98604	parent		State testing data will be useless, please allow districts to use data from their district assessments and not put this stress on students or teachers. They need ALL of the instruction time they can get!
Puyallup	WA	98375	Diana Nicely	253-579-2145	As a 3rd grade teacher for 16 years and a mother of an 11 and 13 year old state testing is completely absurd!! These kids are barely back in school and need so much social and mental help. Testing would cause unnecessary anxiety. I don't care how much you tell a kid " don't worry about the score" they are going to worry. Teachers do not have time for this!
Puyallup	WA	98375	Kylee Mack, Puyallup School District	mackkr@puyallup.k12.wa.us	To Whom It May Concern: I teach a self-contained special education program at the elementary level. Having my students take the SBA is already difficult enough; but given the number of difficulties they have faced this school year I would strongly urge you to reconsider making your most vulnerable students face this assessment. Thank you for your time.
Woodland	WA	98674	Miki Ray	fredsdaughter@hotmail.com	I do not feel adding testing days to the school calendars this year will be beneficial to students. They are already losing so many days of instruction to take extra days for testing will be detrimental to what the teachers are trying to cram in for the year.
Puyallup	WA	98375	Lisa Rollins (PSD)	rollinlm@puyallup.k12.wa.us	Students have lost so much live instructional time in mathematics, I do not want to give up even more instructional time for a "building test schedule". I am chasing down students to assess for regular summative unit tests. Students are stressed and do not want to sit for a test they are unprepared to take. Testing is not what is best for the mental health of students especially after this past year of extraordinary stress and isolation. All the money spent on assessments would be better spent on lowering class sizes. Math students need individual help and secondary classes of 35-40 students is NOT helping students to learn.
Puyallup	WA	98375			No students should be required to take the SBA test this year. Not with the situation they have had to endure the past school year. The learning gap is enormous for many students. The test would not show an accurate picture of where a student should be at a particular grade level considering the lack of learning for many the past year. No test would be the fair and appropriate decision for this school year.
Kennewick	WA	99336	Jamie W	jamie.whitmir@hotmail.com	This is not the year to be testing our kids. The kids are already doing the best that they can. We just finished creating a testing schedule and there is not a single day in the Month of May that children are not testing while in class with our hybrid schedule. How can you justify that an entire month is set to test vs.instruct. Are we more concerned with closing learning gaps or testing. The results will only make teachers and students more depressed. Another reassurance that they're behind. PLEASE consider that this is NOT the year to be testing.
Portland	OR	97217	Jennifer Moe-Teacher Librarian		Please consider skipping the testing this year. Our students have already missed valuable instructional time, and to use up time for state testing is wasteful. Do not do this to our students. The testing is not helpful and will not provide information or value for our students.
Vancouver	WA	98682			After look briefly at the information about the proposed testing schedule, I think that this would be unfortunate for the kids and families that are "randomly" selected to test. As an educator, and a mom of 4 (one in elementary school and one in middle school), this is a discerning during a pandemic.
Kennewick	WA	99336	Julie Barney	jewlzz1@charter.net	Testing after being remote and now hybrid is not a good idea. The kids are only in person 2 days a week. The data we would get from testing this year would be inaccurate and would take away from teaching time that is desperately needed.
Port Angeles	WA	98362	Julie		I am both a parent and an educator of students with disabilities in a small rural area. Given the fact that our district has not been distributing working devices, has minimal tech support, and we continue to have too many families without internet access, I feel that it would be a detriment to take time out of student's hybrid schedule to have them complete SBA and WCAS assessments this school year. Many of our students within our small district did not participate in learning last Spring and/or first semester of this school year - despite many efforts. Please consider waiving all allowable assessments.
Puyallup	WA	98375			Due to the nature of learning environments this school year, assessment results would not adequately represent students' skill sets. Assessments should be waived this school year.
Kennewick	WA	99336			As an elementary school teacher and a mother of two elementary school children, I don't believe students should be taking ANY tests this year. I would support any reduction in testing this year.
Bothell	WA	98012	Stacy Dygert	425-514-5852	I do not agree with the assessments. This is too much pressure on students especially during a pandemic. My daughter like many others does great in school but not on tests. She is extremely stressed about taking these tests. These tests are NOT accurate assessments of a student's ability and it is not fair to require students to do them or use them for graduation. Washington needs to get rid of these tests and realize that our kids are not the same and do NOT learn the same so Washington stop trying expecting our kids to be at the same level with each other.
Puyallup	WA	98375	Parent / teacher		I am a parent of a student and a teacher in the Puyallup School District. As a parent I will not subject my son from being tested. He already struggles with self-esteem issues and the last thing he needs is to take a test that he is not prepared for. As a teacher I believe it is a waste of academic instruction time for me to prepare students for testing and execution of exams.
Spokane	WA	99205			The kids are just getting into a routine of learning and socializing, again, in a stressful hybrid situation. The added stress of state testing will send them backward instead of forward right now.
Puyallup	WA	98375			Skip state testing this year.
Springdale	WA	99173	Angie	ammatherly@marywalker.org	I am a teacher and a parent of 4 children. I have also raised my nephew for 4 years and taken on another 17 year old this year. I have children in the elementary, middle school, and high school. Teaching all of my students and my children at home has been a challenge. I have been working on campus all year. I have stayed up late hours, past midnight many nights this year after a long day of work and cooking dinner. I had to homeschool the first half of the year because of schedules/ COVID and then transitioned my kids back into the hybrid model which is just as much work for me or more. I try to teach algebra with difficult curriculum because 2 days a week of instruction is not enough on top of Spanish in high school. I also have to teach all subject areas for my other children. Our children are already in survival mode! I have one daughter that just turned 11. I have listened to her cry many times because she is alone with no parents at home and all of the teenagers are busy doing school work and zoom meetings. This pandemic has had a tremendous negative effect on my family as a whole. Both parents work outside of the home and the kids are struggling emotionally, socially, and academically as they try to keep up with the large amount of work to do at home. Our family also went through having COVID and being quarantined for 21 days. This was also a scary, difficult time and both parents were ill. I strongly believe that the state test should not be administered! Even during a regular year of school, kids are very stressed out about testing. My kids have come home in tears because they feel like failures after taking the state tests. When your 4th grade daughter cries for 3 hours straight because of testing, it gives you a new perspective. This was about 5 years ago and I can't get the words out of my head. She said, "The test made me feel stupid." Boy did this hit me hard. Who wants their child to feel this way because of a test? She is a straight A student and the test is not a reflection of who she is or how much progress she has made. I truly believe that parents, teachers, and students gain so much more from a portfolio and seeing evidence of growth. Our children are human and they should not have to go through the traumatic experience and anxiety of taking a test. I have seen the looks and heard the thoughts of all of my students and my own children over the past 20 years of teaching. It makes me so sad. The test is not a valid representation of what has been learned. Many adults would not be able to pass the 3rd grade state test. We are all human and I think that testing should not be another thing that contributes to the high stress levels in a child. I have seen so many foster kids in all of my years of teaching and being a mom. The 3 additional kids I have taken in my own home have had parents in prison because of drugs, abuse, and other traumatic events in their lives. They struggle just to feel a sense of belonging in this world and getting their basic needs met. I have had students that have had their parents murdered, suffer from many different disabilities, and try to survive in the regular classroom. State testing needs to come to a halt. There are other ways to evaluate the progress of children. This is a new generation. All of our children, including students and personal should not have to endure more pain and stress than they already have in life. I hope that we can make a change and see through the eyes and hearts of our children!! Sincerely, Angie

Springdale	WA	99173	Angie	ammatherly@marywalker.org	I am a teacher and a parent of 4 children. I have also raised my nephew for 4 years and taken on another 17 year old this year. I have children in the elementary, middle school, and high school. Teaching all of my students and my children at home has been a challenge. I have been working on campus all year. I have stayed up late hours, past midnight many nights this year after a long day of work and cooking dinner. I had to homeschool the first half of the year because of schedules/ COVID and then transitioned my kids back into the hybrid model which is just as much work for me or more. I try to teach algebra with difficult curriculum because 2 days a week of instruction is not enough on top of Spanish in high school. I also have to teach all subject areas for my other children. Our children are already in survival mode! I have one daughter that just turned 11. I have listened to her cry many times because she is alone with no parents at home and all of the teenagers are busy doing school work and zoom meetings. This pandemic has had a tremendous negative effect on my family as a whole. Both parents work outside of the home and the kids are struggling emotionally, socially, and academically as they try to keep up with the large amount of work to do at home. Our family also went through having COVID and being quarantined for 21 days. This was also a scary, difficult time and both parents were ill. I strongly believe that the state test should not be administered! Even during a regular year of school, kids are very stressed out about testing. My kids have come home in tears because they feel like failures after taking the state tests. When your 4th grade daughter cries for 3 hours straight because of testing, it gives you a new perspective. This was about 5 years ago and I can't get the words out of my head. She said, "The test made me feel stupid." Boy did this hit me hard. Who wants their child to feel this way because of a test? She is a straight A student and the test is not a reflection of who she is or how much progress she has made. I truly believe that parents, teachers, and students gain so much more from a portfolio and seeing evidence of growth. Our children are human and they should not have to go through the traumatic experience and anxiety of taking a test. I have seen the looks and heard the thoughts of all of my students and my own children over the past 20 years of teaching. It makes me so sad. The test is not a valid representation of what has been learned. Many adults would not be able to pass the 3rd grade state test. We are all human and I think that testing should not be another thing that contributes to the high stress levels in a child. I have seen so many foster kids in all of my years of teaching and being a mom. The 3 additional kids I have taken in my own home have had parents in prison because of drugs, abuse, and other traumatic events in their lives. They struggle just to feel a sense of belonging in this world and getting their basic needs met. I have had students that have had their parents murdered, suffer from many different disabilities, and try to survive in the regular classroom. State testing needs to come to a halt. There are other ways to evaluate the progress of children. This is a new generation. All of our children, including students and personal should not have to endure more pain and stress than they already have in life. I hope that we can make a change and see through the eyes and hearts of our children!! Sincerely, Angie
Kennewick	WA	99336	Anne Winiarski		I feel that testing students at this time will do more harm than good. Unreliable data does more harm than no data. Students only come to school 2 days per week. They have 23 days left - 8 of those will be testing days - NO instruction, only testing. And additional days will be spent preparing for the tests. This data will not be reliable & will just put more stress on kids, families, and teachers who are already very stressed out this year. Please let the teachers just teach and fill the gaps the students have, and not spend time testing.
Arlington	WA	98223	Kim Wiersma	wiersmak@outlook.com	Testing should be skipped this year. Classrooms need every minute of instruction possible.
Puyallup	WA	98375			Because I only see students for one in-person day a week, I do not want to spend it administering an SBA test for three-five weeks straight. In addition, how would this be equitable for online only students?
Puyallup	WA	98375	Puyallup School District		I believe all state testing for this school year should be waived due to the varying logistics, accessibility and complex factors impacting social/emotional and academic progress across the state as a result of COVID.
Puyallup	WA	98375			Testing is a bad idea because of several factors. One, it's going to take valuable time away from the daily instruction, which is vital. We've lost too much classroom time already and taking more is not going to provide valuable insights. What will we learn, that kids are behind where they are supposed to be? That's not to mention the stress these tests cause kids under normal circumstances. Do we really want to do that to kids who are already struggling because of the pandemic? It's just not necessary at this time.
Yakima	WA	98902	Steve Long	serlong@charter.net	To test students this year would do a disservice to them. They have missed so much since the pandemic hit on March 13, 2020. I ask that we fight like crazy for a waiver. If students did test the results will be disappointing. Please consider granting us a waiver.
Puyallup	WA	98375	Allan Cranston-Teacher Puyallup School District	cranstar@puyallup.k12.wa.us	SBA Testing in 2021- I realize there are federal regulations that MUST be followed. My perspective is one from a Title One School with my test scores in ELA, MATH and SCIENCE at or amongst the highest scores in the State of Washington. The entire notion of testing in this environment is short sided, not a good use of instructional time and utterly ridiculous to even put kids through this. Certainly, The "nearly 1 year lost" AND COUNTING of in person instruction has stunted the academic growth of EVERY student, low, medium and high. Testing kids this year will do one thing. It will eliminate teaching and learning opportunities for every child who desperately needs those precious hours (every one) in order to TRY and catch up as much as they can. If you want the learning gap to widen, then test kids. If you want the learning gap to become smaller, then eliminate this needless exercise in futility. It is VERY CLEAR.....Kids, nearly 100% of them, learn better and MORE when sitting in a classroom with a teacher that is actively instructing. This ISNT complicated folks.....
Tacoma	WA	98407	Cheryl Steighner	2537778911	I am an assessment coordinator at my school. We are currently in a hybrid plan, meaning our middle school students have about three hours in-building twice a week. If we were to execute our current state assessment plan, students would be taking a SBA test nearly every single in-person building day the entire month of May. During SBA tests, students have to remain silent for 2-3 hours. Shouldn't our focus be on building connections and feeling joyful after a year in remote learning? Returning to school only to make students take these biased and unfair assessments seems unusually cruel and soul-sucking.
Puyallup	WA	98375	Kuilonni Pingrey, Dessie Evans elementary	pingrkl@puyallup.k12.wa.us	I'm a paraeducator in a self contained program in Puyallup, and am contacting you to ask that our program be waived from this testing this year, due to lack of time to prepare and so many changes in there life's and schedules already.
Puyallup	WA	98375	Puyallup School District		I currently work in a self-contained classroom. Our students have had a difficult year with a lot of changes from being on hybrid, then four days a week, and now back to five days a week. These are kiddos that struggle with changes and testing in general. With this being such a difficult year for our students, it would be beneficial for them and other students on IEPs to not be tested as they have had to overcome so much this year and last year as well. Thank you so much for your consideration.
Tacoma	WA	98405	Teresa Schmidt		Please waive SBA testing for the 2020-2021 school year. In our current learning environment, there is no way we can adequately prepare students for testing. In a normal year the SBA is not a good measure of student learning. In our current situation the data will be even more meaningless. It would be a waste of learning time and money to do SBA testing.
Tacoma	WA	98424			It should go without saying that after enduring a year of uncertainty, stress, trauma, and loss - that subjecting students to an anxiety inducing standardized test is a HORRIBLE IDEA. To frame the need to test students as a matter of equity in education is a farce, as we know that our Black, Latinx, Indigenous, and low-income students have been disproportionately impacted by COVID-19. We also know that subjecting these same students to high stakes testing designed with racial, cultural, and socio-economic bias built in - will not provide an accurate reflection of students' proficiency levels, nor will it provide guidance on how teachers should customize their practice to improve learning. Formative and interim tests are a much better gauge for this than statewide standardized testing. Priority should be on assessments closest to classroom instruction that actually helps teachers know what to do next to support their students. Furthermore, if we truly care about what matters most, we would be assessing students' mental health and well-being and ensuring our schools AND COMMUNITIES have the resources to adequately provide support.Ä
Bothell	WA	98012	Lindsay Lopata	lindsaybrumley@gmail.com	Hello Committee, I am commenting today because the students of Washington State do not need to take a standardized test this year. This year I am teaching 3rd online all school year to a group of kids who's parents have chosen for them to stay online for learning for a variety of reasons (health, safety, etc...). Education this way is difficult but my amazing 3rd graders are trying their hardest. With that being said it is not in their best interest to be in front of a computer all day so we only meet in the mornings and I meet with small groups in the afternoon. I am fully aware that they will start 4th grade with some gaps next year. There is no need to take away valuable teaching time to make them take a standardized test. And furthermore, why are teachers expected to differentiate instruction, yet take a standardized test? That makes absolutely no sense! Thank you for your time.
Puyallup	WA	98375			No standardized testing this school year. It will be quite enough just to get our students back on their academic feet again without stressing them out about a standardized test.

Enumclaw	WA	98022	Deanne Johnson, Enumclaw High School	deanne_johnson@enumclaw.wednet.edu	Please consider permanently ending state standardized testing K-12. Standardized testing is rooted in racism, inequity, and discrimination. They do not accurately measure the comprehension or knowledge of students. Students know that testing can impact their future which can lead to cheating and tying it to teacher compensation or job security also can lead to cheating. Results are not given to teachers in a timely manner to assist the students and teachers to perform better or even how to improve on instruction or taking the test. Teachers are required to be innovative, create curriculum based on student's needs yet these tests do not score creativity or answers that are outside the margins of the test due to standard one size fits all answers. Teachers are teaching to the test instead of hands on, project based learning, innovative-comprehensive learning. The tests do not take in account other factors other than being prepared such as student's food insecurity, house insecurity, access to resources, support at home, inability to test well, cultural differences, experiences, socioeconomic backgrounds, and test stress (fight or flight). Tests do not guarantee student future success in passing classes, getting employment, getting into college and graduating college. Lastly, students, teachers, and school districts are penalized for poor test results by school boards, parents, and funding and decreased enrollment. Not to mention the damage both emotionally and academically a poor score on the standardized test does to a student. Please do away with standardized testing, even colleges and universities are moving away from entrance exams. If the pandemic taught us anything, students are still impacted by inequities, racism, lack of resources, and disenfranchisement.
Battle Ground	WA	98604	Linda Korum	korum.linda@battlegroundps.org	I think testing on a year like this is ridiculous and a total waste of time. People are complaining that the kids are "behind" but yet we have to take time out of what little days we see them to test them when everyone knows they have not been able to get all of the material needed to test well in anything. Also, your plan with only a one test per a few grade levels - where is the equity? Why does 4th and 6th get to get out of any testing at all??? 5th grade is normally hammered in tests, has the MOST standards in math and you choose to test them in Math - when EVERY YEAR the scores in 5th grade drop dramatically from 4th and go back up in 6th (problem with the test? standards?) So testing 5th grade in math in a year like this is a really wholeheartedly BAD idea when we can't cut the standards to only teach the "essential" standards cause THEY ARE ALL essential.
Langley	WA	98260	Leigha Patton	lpatton@sw.wednet.edu	With the entire country currently in one of the largest mental health crises ever, our middle and high school kids particularly, why would the U.S. Department of Education believe that any state assessment results would accurately and validly reflect what students actually know? Many of our students can barely roll out of bed, and some don't, due to depression and anxiety resulting in a tremendous impact on their motivation and well-being. This brings up all kinds of red-flags around equity. I can almost guarantee that state assessment results will not be an accurate reflection of what students do and don't know right now. I can also almost guarantee that many students would not even show up to take the assessments, regardless of in-person or an at home format. This school year, it doesn't come down to how us adults present the task at hand. It won't matter how many ribbons and bows we put on the package. Asking our students to take the state assessment this school year is not going to be a means to the desired end!
Seattle	WA	98136	M. O'Sullivan	2532301042	As an educator and parent I am vehemently opposed to any form of testing. Our students have endured enough stress and strain with the many challenges they have faced this year. NO testing!
Puyallup	WA	98375			Please consider waiving the testing requirement this year. Students do not need one more measure telling them they are not successful. They have missed almost a year of instruction in person and do not deserve to bare the burden of a test telling them they are not smart enough, good enough or persistent enough. The world tells them already.
Seattle	WA	98144	Robert Bennett - Highline School District	2062259983	Standardized tests are inherently ableist, classist, and racist. They are presented as "tools" which can be used to support learners; however, the reality of these tests and their long-lasting / ongoing effects show that they are more accurately described as weapons used against our most marginalized students and families. They rob students of valuable learning time, they rob teachers of autonomy and freedom, and they impose often insurmountable barriers for far too many of our community members. And the results of these tests continue to be the same year after year: students who need more support aren't getting more support. They are simply over-assessed. Because we know the racial implications of generational and cyclical poverty vis-à-vis our educational contexts, we also have decades of evidence demonstrating that the very institutions that pretend to address the needs of our marginalized students are the same institutions that marginalized them to begin with. In short, standardized tests are yet ANOTHER form of institutionalized violence in a world where poor people, disabled people, and BIPOC people are disproportionately subjected to hyper-surveillance ("monitoring their participation in the systems they are part of") and over-policing (determining what is "acceptable" and what is "unacceptable", as defined by an arbitrary and decontextualized authority such as OSPI). STOP THE HARM. And then take the necessary measures to repair the decades of harm you've already caused. The creators of standardized assessments are profiting off of this harmful institution of standardized testing, and we are allowing it to happen. No more. Schools are not factories. Learning is not a production line. Students are not products. Teachers are not production line workers. And evaluation in our schools should not take the disgusting form of "quality control measures" in order to determine which "products" are acceptable for the "market" and which ones are deemed unacceptable.
Sammanish	WA	98075			It's ridiculous that ANY students are even being given Standardized Tests at this time. In the first place, it's a pointless activity. These tests do not capture potential or quite frankly student achievement. Students are being tested narrowly which makes them one of the most unequitable things we put our students through in schools.
Battle Ground	WA	98604			It doesn't seem right for students only going to school two days a week to be tested. They have too much going on this year. Schools should not spend their time on state assessments this year.
Bonney Lake	WA	98391	Megan Esp	espmt@puyallup.k12.wa.us	As a teacher I think all assessments should be waived in the 2021 year. Students are not in the normal routine they are in by this time of year, many students have ongoing trauma caused by the pandemic, and staff and students are worried for their safety. According to Maslow's Hierarchy, if their basic needs aren't being met, they will not be able to perform the higher level thinking skills required on the test. Allowing kids to take it just so we can see how poorly they perform is not setting them up for success and there will be many other ways to tell what kind of support students need next year.
Toutle	WA	98649			The idea of doing statewide testing to determine if schools are making "normal" progress during a year full of trauma and chaos for many of our students is ridiculous. Many of them have not been in a stable educational situation for the majority of the year. The waiver should be complete and for all districts at all grade levels. Holding either districts accountable or students accountable for this crazy year is unfair to all involved.
	WA		Samantha S	Samanthascow@gmail.com	I do not believe there should be any statewide testing of our scholars. Schools are barely able to get hybrid up and running. Forcing kids to take an assessment that doesn't teach them anything and will only take away valuable learning time is an insult to the "mental health emergency" that Jay Inslee just proclaimed. Students have been through enough. Our district does ready testing which is far more accurate and done 3 times a year so students can actually track their results. My students all hate the SBA and don't get any value out of it. As teachers we get far more accurate and useful data with ready 3x a year then with a once a year test we don't get the results for until the next year. Also, doing a small sampling of kids will not provide any accurate viable data.
Puyallup	WA	98375	Puyallup School District	hodgetd@puyallup.k12.wa.us	The students and families do not need the stress of a test that they have been ill prepared for. Takes away from the time that could be spent learning and teaching. Results compound on an already fragile teenager.
Richland	WA	99352			We don't need a standardized test to tell us that kids probably didn't learn as much this year as in years prior. It's a global pandemic. Can we focus on their mental health and not have them be subject to this?
Puyallup	WA	98375			As a junior high teacher, I only have 2 45 minute class periods to work with my students each week to try to maintain skills and build on new ideas. If testing moves forward, I would lose several of those days to the test and then also lose days from those students who are "most academically at risk" who will be pulled for makeup testing. We know the students are academically in the same place as they would have been if the shutdown/distance learning had not occurred. Don't take more time from us this year to assess "just how far behind." Give us the time to do our jobs and the support we need to bring them from wherever they are academically to a point further up the continuum. We will be adjusting for the next 8 years...

Seattle	WA	98102	Kelsey Bidwell	kelseybidwell4@gmail.com	Standardized assessments are inherently: -ableist -classist -racist They are presented as "tools" to help support students learn, but decades of standardized assessments have shown again and again that they are more accurately described as "weapons" used against our most marginalized students and teachers. These tests rob students of learning time, rob teachers of our autonomy and student-centered intentions, and prevent far too many members of our communities from fully accessing their basic rights. Like so much of our school system steeped in white supremacy, the very institutions that claim to serve our marginalized students are the same institutions that marginalize them in the first place. As such, standardized assessments are yet ANOTHER form of institutionalized violence against our communities. In every aspect of our current systems, we know that poor people, disabled people, and BIPOC people are disproportionately subjected to hyper-surveillance ("monitoring" their participation in the systems we are part of) as well as over-policing (determining what is "acceptable" and "unacceptable", as defined by arbitrary and completely detached authority figures such as OSP). We can end these cycles of harm by taking the important step of eliminating standardized assessments altogether. If we are in an increasingly post-industrialization era, why is public education still treated like an industry? Schools are not factories. Learning is not an assembly production line. Students are not products. Teachers are not production line workers. And "assessing" students in schools should not take the form of some sort of "quality control check". Our job is not to prepare products for some market. Students are people. We need to focus on people over profits.
Vancouver	WA	98683	Emily Corak	corakej@gmail.com	As a parent and an EL specialist at a middle school, I am horrified that state testing is given any priority whatsoever. In a normal year, the amount of testing that goes on is consuming and excessive. But this year especially, when some of our students are in the classroom for just two days, to waste that time on testing is maddening. Preparing to administer the ELPA to some of our students who haven't been engaged in academics for a year is not only discouraging, but taking them out of valuable instruction time. Testing students this year is not at all in the best interest of kids. Let them be in class and stop putting unnecessary stress and frustration on kids who have been through enough.
Seattle	WA	98144			I do not think ANY schools/students should take any exams. Students are currently living through a national pandemic and should not worry about taking this test. Additionally more time spent in the classroom should be used for reviewing/ making up the time lost from last March.
Puyallup	WA	98374			As a parent and an educator, I appreciate scaling back the state testing this year. However, testing at all after this year of constant change in our modes and methods of instruction feels like a huge waste of resources that could better be used in a thousand other ways. I will opt out of my children's testing and I wish I could opt my students out, as well.
Puyallup	WA	98374			I do not agree with the idea of having ANY testing in any grades. These students are in the middle of an unprecedented year and have had enough struggles and pressures. I believe the idea of testing will further make them feel behind a waste of precious in person instructional time that these students desperately need.
Yakima	WA	98902	Amber DeLuca		I think the SBA should be cancelled for the 2020-2021 school year as students have not even be taught all the standards. Also many students did not have full access to learn the standards that are to be tested. This would give skewed data for years. The SBA tests take multiple days out if precious teaching time...have we not already taken enough.
Bonney Lake	WA	98391	Rochelle O'Donnell	queenodonne1168@gmail.com	As a parent and a teacher, I do not agree with the rationale for state testing this year during the pandemic. There are other ways to gather data to help determine placement of students and where deficiencies lie. Many students will be returning to school just a month before test season. The results are not accurate as students are testing after a year or distant learning (in most cases like mine). I feel this is just another money-making venture from the Education Department.
Clackamas	OR	97015			Any lengthy state testing (such as the SBA) that takes away from the precious few hours students are getting in-building would be absolutely morally wrong this year. Right now, many students are only getting two (shortened) days in the building with their teacher(s). Students are already incredibly behind this year in the skills they would typically be building, and taking away instruction and work time to put them through lengthy tests is going to benefit absolutely nobody (other than those who make money off implementing these tests). Many students are just now getting back in the routine of coming to school, working with their peers (even at 6 feet away) and to slap them with individualized tests where they will be once again stuck staring at a screen and working independently when what they need is team building, support, and encouragement would add more SEL and academic loss to an already devastating school year. Forcing students to go through any state testing this year would be putting money and bureaucracy ahead of what is best for students, at a time when students MORE THAN EVER just need us to put them first.
Seattle	WA	98155	Josh Frank	joshzfrank@gmail.com	Standardized testing is an obtrusive practice in any given year. Instructional time with students is extremely limited and teacher contact time needs to be prioritized over standardized assessment. These assessments do not provide the detail of information to inform specific teaching practices and actions at the student level. This is a measure of accountability that does more to line the pockets of corporations that it does to create more effective teaching. Untie funding mandates from testing mandates, reduce and remove testing requirements and let our teachers teach kids this year.
Kent	WA	98032			Testing should not take place this year. It puts unnecessary stress on teachers and families. We know students are struggling, we know some are doing okay, we know that everything is messy. We don't need random testing or sporadic areas chosen to assess to tell us that.
Puyallup	WA	98375			Haven't our students been through enough this year? Asking them to do state testing is ridiculous and unfair when they haven't been able to receive the instruction that they need to be fully prepared for this rigor of this testing.
Vancouver	WA	98682	Ryan Larrabee	ryanlarrabee14@gmail.com	It is really disheartening that our students are being asked, even a sampling of students, to take a standardized test given the year they have had in a remote school setting. The content in which they have learned is just the tip of an iceberg of the content taught in a typical school year. I feel we are setting students up for failure on a test and an unneeded additional stress. Students are impacted greatly by the stresses of Covid, lack of interaction with family and friends, financial hardships and routines and lifestyles that have been uprooted. There doesn't need to be a sampling of students to know the impact all this has had on students/families and teachers. Please reconsider this sample testing and eliminate the testing again this year. Next year, this shall be revisited but this is too soon.
Yakima	WA	98902	Chris Whitehurst	5098238390	Requiring students to take large summative assessments this school year will only portray the gap that Covid has created that we are already well aware of. These large standardized tests will take precious classroom time that we have lacked already this year. Many schools are just now returning to some type of physical presence in the building. We have been concerned for students social and emotional health as well and requiring these tests will just add to the stress students and families are already experiencing. The data will show how much of an affect Covid has had, but I believe we could find this data in other sources that are just as reliable. Our student need as much class time with their teachers as possible to try to overcome the gap we know has been created. I would like to see the state waive the requirements for this school year in hopes that we can get back to a more normalized setting next and with the hopes that we can use that precious time to try to close the gaps that have been created.
Richland	WA	99352			I do not believe that a representative sample is a fair practice for students and teachers who often feel the pressure of these assessments in a typical school year. This year has been unprecedented. Students will lose even more learning time to prepare for how to access and use the tools and testing interface and then take the assessment. No time should be given away at this point, just so we can look at the results and say...Yep, COVID19 has had an impact on the learning of students in Washington State. We already know that it has. We need to give as much time back to instruction as possible. The potential blame that could come as a result of these tests is not needed. No one could control or get around COVID.
Kent	WA	98031	Amity Iipston	2534318790	There should not be any state testing during all this years remote learning
Vancouver	WA	98685	Lynn Maiorca	lynn.maiorca@vansd.org	Vancouver Public Schools just brought students back in hybrid at this point in time which is mid-March. Students only attend school two days per week. To propose doing ANY kind of testing at this point in time makes no sense to me even if we only do 7th grade ELA and 8th grade science. It will take as much as two full weeks of May for each test and the make-ups. Why would a student who just started back to school want to do this? Why would a parent want the student to spend this time testing when they've had so little time in class? It takes a mountain of logistics to do the testing, and I'm fearing that students will just stay home and not come in to test. This begs the question are the families refusing to test or absent? We need to NOT test students this year. It serves no real purpose, students get more out of being in class if they are coming to school two days/week, and it is a waste of time doing all the logistics to put this together. Please do not make us test this year even in a reduced mode. Students need to just attend class and concentrate on their school work...not test.

Federal Way	WA	98003	Amy Michael, Federal Way Public Schools		The state should cancel ALL standardized testing this year. It feels like the Governor is forcing students to go back to school this Spring just to spend weeks testing them. How is that supportive of students' mental health needs? High-stakes testing often has a detrimental mental effect for many students. If your argument is that you need data to see if students have regressed due to the pandemic, know that most have and consider instead options for how to best support teachers to get the students "back on track" (whatever that means) in the next few years.
Tacoma	WA	98405	Laura Kexe	253-241-6276	I appreciate the effort to reduce the footprint of standardized tests in WA during a global pandemic. This does not go far enough. Standardized testing has been used to measure the progress and, more often, the "failure" of our schools for far too long. If ever there was a moment to unhitch from this troublesome process, it's now. The tests are not culturally appropriate. They are given on computers to students who can't type. They take valuable time away from curriculum. They give late results that are confusing and do not inform instruction. They gather copious amounts of personal data. I already opted my child out of taking the WA-AIM. I want that opt out for everyone. We could spend that money on new curriculum rather than on a testing company. We could finally adopt some social studies and health curriculum from this century! Most important, we could use that time to teach our students and assess them in our classes, where their results WILL inform instruction and could make a more immediate impact on individual students. This is the moment to finally say no to standardized testing WA.
Puyallup	WA	98375	Delci McLaren	mclarda@puyallup.k12.wa.us	Please do not make students take state testing this year. Students need the time in their classrooms to catch up on skills missed during remote learning, not to take the time to learn how and to take a test that will only demonstrate how much learning has been lost. It will only make the students who are already feeling fragile, to feeling worse when they see the scores. Please just wait until all school children are back in school full time. Don't do this to our students.
Camas	WA	98607			Our students are experiencing a collective trauma. We already know they have missed learning opportunities. This data will be meaningless and also take away critical learning opportunities. Please consider this!
Spokane	WA	99207			With our students struggling even more than before, we really think assessing them is the right thing to do? Major inequities. That is not fair to kids. If you test, how are you determining this which kids are selected? Test all or none. This is insignificant to the struggles and challenges that students and families are experiencing. Go back to the US Department of Ed and ask for a full waiver.
Kent	WA	98031		ndiseth@hotmail.com	I believe that now with students returning to school for their social emotional well being it is essential that educators can teach! Students ca not and should not be expected to complete the SBA as it is. It is too stressful for all involved- test coordinators, administrators, teachers, but especially our students! I am okay with a different assessment if needed but the SBA as currently administered in our schools is way too much to ask of all the stakeholders involved!! No test during covid! Too much time away from learning!! Especially during this pandemic year we can not keep making things harder for our educators or our students!
Seattle	WA	98115	Andrea - Federal Way Public Schools		This plan does not do enough to alleviate the stress and pressure state testing puts on our young scholars. It is uncontainable to claim schools should be open to support youth mental health and then still cause stress and anxiety with testing. Not to mention the stolen instructional time in a year when that has already been profoundly criticized. You should be courageous leaders and advocates for the well-being of our youth, not caterers to the profitable testing machine complex. Please do better. Our scholars are counting on you to support their health and safety.
Chelan	WA	98816	Todd Hausman	toddahausman@gmail.com	It would be far better to postpone state required assessments until fall 2021 when students will likely be back in-person full-time or allow schools to use local assessments that have already been administered this school year. While a sampling methodology would yield some information, it can not be used to measure growth and won't provide a valid baseline to compare with future years. The guidance from the Department of Education clearly allows states to exercise great flexibility. Washington would be better served by following the example set forth by states such as California and Massachusetts.
Kent	WA	98032	Amanda Anderson	littlegirl8180@gmail.com	Testing this year is a hardship and would add undue mental stress for kids and school district staff during these unprecedented times. It would be unfair to students and families to have to proctor any state assessments remotely or to students and teachers to use their precious in person learning time for testing. I would rather have my child's teacher keep work to ensure my child meets grade level expectations and fill in places where my child may lack knowledge. My child's teacher collects data and assigns grades. I trust that my child's teacher is a professional and can ascertain if students are meeting grade level expectations or not. Decades ago this state tested much less. Waiving testing is called for in times like this. True learning lasts. Kids have been learning and the standards build upon each other. Being successful in SBA next grade needs mastery of the prior years learning, so data collected after a waived year would potentially still show which students are still on track. With so many districts around the state transitioning back to in person learning just before testing its not fair to students. Kids will be learning in a much different structured environment and learning how to be safe in classes and trying to build relationships with peers in class shortly after endure hours of testing. My child is scared to leave the house because of Covid. Forcing undue stress on my student and others will decrease their mental health with added stress. Our kids want to perform well and be successful, don't add more stress. This school year could be pivotal for some students who may be considering dropping out, burying them in testing might be the element that drives their decision. Please do what is best for the mental health and long term learning of our state's students by waiving testing.
Bellingham	WA	98226			Kids and teachers have been through enough this year. There should be zero state testing.
Lynden	WA	98264			Kids and staff are doing their best to learn in a very challenging model (remote/hybrid). It doesn't make sense to test. We need as many days as we can get for instruction and learning. Testing, even if it's just a sample size, will take away from instructional days. Also in terms of students mental health, a high stakes test will only cause more stress and anxiety. If not all students are testing, data will be hard to use to track student growth. Test all or don't test at all.
Puyallup	WA	98375			As a teacher, my experience teaching this year has been like no other. Students are not participating near the same amount or level as any other year. Please do not require students to take the SBA this year as it would not be a good representation of what the schools can provide, nor what the students could potentially achieve.
Auburn	WA	98092	Shawn Sheller	shawnseller@comcast.net	I am opposed to any statewide testing mandates for the sprig of 2021. The social emotional impact on students would be potentially devastating. After being out of school for a year, students would percieve they are being asked to demonstrate grade level skill. This will be one more organizational challenge in a hybrid setting, that will divert essential instructional time from students who have missed precious in-person teaching time. This would have to occur in a supervised, school setting- a pressure on limited space- and taking away from that important instructional time that occurs while at school. For these reasons I am opposed to testing this year, even in a limited capacity.
Bellingham	WA	98226			If you truly care about mental health you would not test students in the middle of a pandemic. Have we not put students, families, and staff through enough this year? What about the huge amount of time that will be lost to testing that could be used to support social emotion health and grade level learning?
Seattle	WA	98188	Angie Binder	angie_binder@msn.com	The very definition of "Standardized Test" tells us that this year's precious data would be 100% invalid and should not be given any serious consideration. Teachers are busy tending to the SEL needs of their students as they work through the trauma of this past year. When they aren't working on those needs they are trying to close learning gaps. The amount of time, energy, money and emotional bandwidth to administer and take these meaningless tests is NOT worth it. It never is, but ESPECIALLY this year. We can't have it both ways, we either care about the needs of our staff and students and want to support them, or we want to keep test companies and private sector people happy and employed.
Seattle	WA	98106	Lauren Kessel		Do as little state testing as possible. With as long as it takes for SBA results to come back, the data isn't even used by educators! Instead it is used to label schools and children.
Bellevue	WA	98008	Hazen High School		Any state test at this point in time will bring unneeded stress to students while provide nearly zero relevant information. Instead of making schools going through 1 more thing, let everyone have a peace of mind to figure hybrid learning out.
Puyallup	WA	98374	Victoria Guglielmetti	victoriagug@outlook.com	Administering standardized state testing neglects the high needs of our students. State testing puts unnecessary stress on our students during an already challenging time. In addition, it takes away precious instruction time. Obviously the best choice would be to waive all state testing for this year. I understand that OSPI has tried to do this, but this waiver was not accepted by the federal government. The current option of administering less tests would be the next best option. The selections of subjects and grade levels would provide data while limiting the harm done to our students. Thank you OSPI for finding a compromise to this very challenging situation. It is not ideal, but better than administering the full scope of state testing.
Tacoma	WA	98466			Assessments should absolutely be waived and cancelled this year. Our students and families do not need the added stress of testing at this time. Standardized tests have already proven to be ineffective in determining the abilities of our students- especially our students of color. Now more than ever we need to rethink the validity of standardized testing.

Seattle	WA	98105	Aimee Dunlap	Dunlap.aimee@gmail.com	It is once again shameful how students with the most severe and profound disabilities who access state testing via WA-AIM have been looked over by OSPI and the Assessment committee once again. Students who access via WA AIM have already been pulled back into classes in order to begin assessment via WA AIM (the assessment window opened in January and closes April 30, for the six weeks of required instruction to occur, the baseline tests must be given this week). You have once again left them COMPLETELY out of the discussion when considering state testing. This affects not only our students who are the most highly affected and in need of dedicated in person instruction that is NOT centered around administering a state test, but also our teachers who work HOURS to tirelessly modify and adapt the test. PLEASE consider adding members of your workgroup who actually know and administer WA AIM next time, and for Goodness sake, cancel these ridiculously unnecessary tests!
Yakima	WA	98908			These students and teachers have been through enough. What is the Point in adding stress. In a hybrid program, the traditional SBA will take 10-12 in person days to finish. Why not use those 10-12 days to help full the gaps!?
Kent	WA	98031			The point of taking these tests is to gather data to show how well students have been learning over the year. Any data from tests this year will not be an accurate representation of their learning, given the situation of this year. From a mental/emotional health viewpoint, state tests are already a huge ordeal that cause anxiety and stress to students. This pandemic already causes an immense amount of stress and anxiety for students, adding state testing this year would be unfair and inhumane. What's the point of forcing students to take these tests if we know the data won't be valid? All we will do is show that we do not care about the mental and physical well being of our students.
Federal Way	WA	98003	Shelly Macer. SPS	2067555475	Please submit for a waiver for state testing. Our students are fed up with technology and measuring them after a year of virtual learning does no one any good
Gig Harbor	WA	98332	Olivia Brown Federal Way Public Schools	Oliviarose86@hotmail.com	We should not give tests this year. Testing students during this time would be testing privilege. It would be a test of which of our students had access to technology, an adult to help and support them, parents who didn't lose jobs. It would not be a test to determine what they learned this year.
Puyallup	WA	98372			Educators are focusing on the whole child and safety returning students to school. State assessments consume valuable resources for very little return. They are a waste of education time & money when we are not in a pandemic and certainly will not obtain any authentic data now.
Bellevue	WA	98007			English language proficiency assessment should be put off until next school year.
Vancouver	WA	98682	Sarah Logan	Sarah.t.logan@gmail.com	Neither of my children will be taking these tests. I refuse to feed big testing corporations at the expense of marginalized students. This testing is pretty pointless, especially 10th grade math (they're all at different levelsâ€”what are you testing?) and 8th grade science this year.
Lakewood	WA	98498			Please cancel ALL standardized testing this year. Taking the SBA (or WA-AIM) does not contribute to the mental well-being of students or teachers. We are still in the midst of a pandemic. Preparing for and taking the SBA will just add another layer of anxiety for everyone: students, teachers, and parents.
Aberdeen	WA	98520			With our current schedule, I only have 20 more in-person days left with my students. My building is already requiring days from my class for MAP testing in order to retain our LAP funding. Any additional days taken for state testing are just that many fewer I'll have for actual face-to-face instruction with my students, something they've already missed completely from March 2020 to February 2021. I also worry that to test students in this environment for data that will be neither reliable nor instructionally useful puts an unnecessary burden on kids that will further erode their mental health. Mental health and in-person instruction time are the two core reasons the state has given for urging schools to reopen for on-site learning, reasons so critical they pushed for reopening even before school staff were properly vaccinated. It makes no sense to now suddenly put testing above student mental health and learning.
Seattle	WA	98178			Students should not be pressured to test right now. It is bad for mental health. That is more important than any test results. Feds should not penalize schools right now. Until pandemic is over and the after affects are addressed, testing can resume. Although I don't like a one size fits all testing approach and wish testing was not required in its current form.
Marysville	WA	98270	Kay Fisher		Please ask for a waiver of/ cancel the ELPA this year. No reliable data will be collected and vulnerable EL students - who have suffered inordinately during this pandemic- will be adversely affected.
Seattle	WA	98166	Ammi Hernandez	pietramartell@msn.com	State tests should not be administered this year. Students are not academically prepared. Online learning has not been equal to everyone.
Tacoma	WA	98422	Laurie Yokoyama		As a teacher and parent I do not think state testing is a good idea at this time. As an ELL teacher access to learning has been a constant equity issue.
Renton	WA	98058	Jamie Adams	jcarylew@live.com	Please cancel all testing for students this year! Our students have gone above and beyond with adjusting to learn at home, navigating technology, all while dealing with the overwhelming stress of a pandemic. Testing would only stress our students more.
Seattle	WA	98118	Cassandra Hahn 4th Grade Teacher, Renton SD	hahncas@gmail.com	To All Concerned I think it is imperative that ALL standardized testing be waived for the 2020-2021 school year. This has been, in NO way, a "standard" year, nor was the 2019-2020 school year. My colleagues and I have been working nonstop to provide equitable, comprehensive remote learning experiences for our students, but it has been anything but "standard." We have taught our standards-based curriculum, without "watering it down," while simultaneously learning and teaching new technology and learning platforms. It has been nowhere near a "standard" year. There has been no "standard" approach to teaching and learning across the country, the state and even within my own district. I truly want to know what is the purpose of this testing? Is it to measure student growth? (that's what we are told is the purpose of these tests). How do we measure student growth when there is nothing from the previous year to compare it to? Will THIS be a benchmark year? A year to compare with to show next year's growth? Will this be used to show how far "below standard" our students are after a full year of crisis during a pandemic? Will this be used to call out teachers, schools and/or districts that are not performing "to standard" after a full year of crisis during a pandemic? In previous years, we have had very strict protocols to maintain testing security: covering our walls, no one allowed in the room who has not had proctor training, turning off all electronic devices, no other websites open during testing, no interruptions, no talking about test questions, etc. How will test security be maintained when half my class will be taking the test at home with access to phones, tablets, computers and family members without "proctor training"? How do my in-person students needing testing accommodations get those accommodations if we do not have the socially distanced spaces or the staffing for them to be tested? How are my remote students going to be accommodated? Everyone keeps talking about the student's mental health. How is taking a high-stakes standardized test good for their mental health? How is their mental health buoyed if they receive "below standard" scores? We will be giving up days of our precious, limited live instruction time for a test that has very little, if any, inherent value to students, families or educators. The only reason I can think of to plod forward with standardized testing is to line the pockets of testing corporations. Period. Please waive ALL standardized testing for the 2020-2021 school year. Thank you
Goldendale	WA	98620			In a year where we have had an unpredictable schedule with a blend of virtual and hybrid learning, an emphasis has been made on knowledge of students and demonstrating flexibility and responsiveness. We have prioritized student well being and connection during this time of uncertainty. We have been directed to implement and address student mental health. State testing causes stress and anxiety on students, staff, and scheduling. Where some schools are just now implementing in person learning, it absolutely does not make sense to have kids come to school to test. We want them to come to learn, collaborate, and connect with their peers and staff. This is not the year to implement a state test. Let districts provide their own data around student growth and understanding.
Federal Way	WA	98023			There should be no testing this year! The children and teachers have been through enough.

Kennewick	WA	99336	Deb Fancher	Debra.Fancher@ksd.org	I appreciate the time and effort that you are putting into gathering comments on this topic. I am a teacher in a hybrid learning environment and feel so blessed to have had my kids since October in two groups a week. I truly feel that my time with kids this entire year should be spent teaching them the skills needed in the fourth grade, not assessing their skills through a standardized assessment. If we test, even in a shortened model, every single day in May that I spend with kids will be spent testing, not teaching. They won't feel like it is shortened because some of them will spend way more time on it than is suggested. It's a long and demanding test even if it's only 2/3rds of the original. I do not feel that it is in their best interest to get up, get ready for school, only to come to school to be tested for a month in the year of a pandemic. No matter how we have tried, it's not a normal year and I feel like the people that don't work with kids are forgetting that. I believe with my whole heart that everybody feels that along with teaching skills, we need to help focus on the social and emotional wellbeing of our students. They are already being pushed to learn a week's worth of work in two days because we feel it is important to deliver instruction in person and the home days are for review of what we taught in class. By giving them a test to measure the efforts of themselves as a learner, teachers who only had them half the time in person to instruct, and parents at home, or not, trying to help their students learn while working, is sending the wrong message to all of us. If data is your bottom line, just ask us. We will tell you. Teaching in person two days a week isn't enough, even if we feel that we have done our best to provide the best possible asynchronous learning possible. Please, let us teach the kids when they are with us. We will be giving our district MAP tests along with the federal tests. We will have data for you. Stop and think about what kind of message you are sending out to kids. We care, but you don't measure up to data from before, however we care about you emotionally. Thanks for your time.
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Federal Way	WA	98023			I am an elementary principal and the mother of two students in public high school. As an administrator, I adamantly oppose requiring elementary students to return to in-person learning only to have them assessed on a computer for 6 of the 20 days we have with them. As a parent I am equally opposed to my children returning to campus only to sit at a computer and take the SBA - a marginally meaningful assessment - and I plan to opt them out and keep them home if it's administered in their school. The waiver plan is a good one. Eliminate as much of this useless task as possible.
Oak Harbor	WA	98277	Becky Patterson	Beckypat1843@gmail.com	I understand the need for accountability, however, we are not comparing apples to apples here. All of the standardized testing is thrown off due to a world wide pandemic. We need to address the impact of inequalities among students during this pandemic. Some students had to work, take care of siblings, lacked technology and the skills to use technology, to name just a few of the obstacles that interfered with learning. Parents were working or unable to help students, teachers could not offer the same learning experience. Standardized testing in a time that nothing is standard or predictable does not seem rational. This is a time to think outside the box rather than use the same old box and expect similar results. Testing should not be used as a measure of growth at this time. We need to consider equitable educational practices to provide all students the opportunity to learn missed concepts. Testing is expensive and uses too much class time. Let's put this time and money to better use, educating out students.
Moses Lake	WA	98837			No testing at all!
Lincoln City	OR	97367	Kelly Mooney - Rainier View Elementary	Kmooney@fwps.org	Testing will not show us enough of what we need to know about our children. The test does not provide specific feedback to our kids like we have been doing all year. While, in a normal year, I am happy to oblige as that is my job, this year, a lot of our students are struggling just to get by. Mentally, they're taxed and they don't need additional stress and anxiety that ultimately comes with intensive state tests like the SBA. Please consider skipping this year.
Federal Way	WA	98023	3rd grade Teacher		We should waive assessments for students. Its been hard and stressful trying to teach them what we would have taught in 5 days
Ocean Shores	WA	98569			NO TESTING AT ALL THIS YEAR!
Vancouver	WA	98682	Vancouver School District	lvonnealmazan@gmail.com	I do not believe that the evaluation should be approved this school year, children will lose even more days of instruction and it is not a reflection of the progress they have made during the pandemic.
San Francisco	CA	94109	JBrothers		I think standardized testing when confirm have been learning remotely for a year is asinine, especially if results affect funding or staff job security.
Lacey	WA	98503	Emily Carlson	3607897784	I would appreciate not having to do SBA so that I can as a teacher have the time I need to instruct kids now that they are finally in person two days a week. If we do SBA I will be testing everyday that kids are at school for the entire month of may.
Olympia	WA	98513			As a parent of students staying fully remote, I will opt my students out of testing. This is not a year to add additional stressors onto our students. The data will not be valid or reliable as you compare pre-COVID data to the current situation. We need to put students before financial benefit of big testing corporations.
Seattle	WA	98146	Michelle Miner	Mdminer81@yahoo.com	Why are we even considering testing? I thought you said our children were in the middle of a mental health crisis? What a load of crap. Standardized testing is the last thing our kids need right now. I'm opting my kids out for the sake of their mental health.
Vashon	WA	98070	Laura stafki	Laurajstafki@gmail.com	I believe at this time testing would be invalid. State testing is extremely stressful on children and during this time we do not need to be adding stress to their lives. Students need practice taking state test. This will take away from valuable instructional time. The test itself will take away from valuable instructional time. The amount of money spent on testing would be better spent on smaller class sizes and additional support for children who are rebounding from the pandemic. Please consider not Testing this year.
Lynnwood	WA	98087			These kids should not have to spend the few precious hours of in person learning taking the SBA. Let teachers teach and let kids learn. Give us the test next spring and see how well we do. Pushing now will only add more stress to an impossible situation. And will affect our most in need children and families.
Camano Island	WA	98282			Nope. Do not take in person learning time away from kids and teachers for some useless, irrelevant data point. Not the year.
Vashon	WA	98070	Emma	Luckyllama65@gmail.com	Please consider not testing this year. It is very stressful on the students, and the expenses of testing can go to help students that need help during the pandemic.
Renton	WA	98058			Please don't test the kids this year. Many are still not even in the classrooms yet. Thank you.
Federal Way	WA	98003	Pamela Jerome FWPS	jeromepamela@gmail.com	I believe that it is not equitable nor good data collecting to have students take smarter balance the school year. In my district we have not heard the plan for testing for those students were hybrid. I would assume that those students were remote will not be testing as we cannot secure their testing environment. The fact that we would be testing the small cohort and trying to measure them against variables that are not usually in place for smarter balance. I don't think the data that we will collect will be a true representation what students are doing currently.
Port Orchard	WA	98366	Heidi B		How about asking for a waiver for all? Why should 50,000 have to carry this burden? We have all been through enough.
Kirkland	WA	98033			Elementary student are a wreck! Can we please skip testing this year and instead double the amount os health care!!!!

Auburn	WA	98001			We all know the last year has been tough for kids, parents, and educators alike. We know that learning has occurred but perhaps not at the regular rate for some. Kids have been through enough. We don't need the test data to prove the last year has been tough. Let's not torture them now with 2-3 weeks of rigorous testing just to prove to them that they've failed and this pandemic has failed them.
Bainbridge Island	WA	98110	Parent		There should be no state testing this year. PERIOD. This is about federal funding. Fight for what is right for our kids! Some kids won't go back in-person this year because their parents/families are high risk and haven't been eligible for the vaccine yet. Schools shouldn't open until everyone who wants the vaccine can get it.
Union	WA	98592			If we truly are concerned with students' mental health, then why are we forcing them to take a test that we know is going to be hard for them? Why are we adding to their stress? We know the kids are going to be behind, they don't have to take a test for us to know that. This time could be used for valuable teaching, not testing. What is really important here?
Tacoma	WA	98466	No	No	This is absolutely not okay! We have such limited hours to teach and you want to spend that testing? This is NOT what is best for children! Do the right thing and not what's going to get you money. I am appalled! You are not the organization I stood up for a year ago! You should be ashamed of yourselves!
Seattle	WA	98111			Should waive or reduce the requirements for this year.
Seattle	WA	98112			I don't agree with 3rd graders being assessed this year. These children lost the last portion of last year (like everyone else because of the pandemic), they have never taken a state test. Asking them to take it is not fair, especially children like mine because English is not their first language. They need to be calm so they can adjust to all the changes they've had. The emotional state of the children is now not fit to take such a stressful test. Therefore, I beg you to delay the tests until next year. I still don't think the results are a precise reflection of students' skills.
Gig Harbor	WA	98335			No testing!
Beaverton	OR	97005		loriewg@yahoo.com	As an educator of 3rd and 4th graders, I am pleading with you to suspend all state testing this school year. We cannot waste one precious day of in person learning opportunities on this! These kids have been through it this year, let's reward them with a pass!
Olympia	WA	98502	Amy Rowley		Skip testing altogether. Use the precious in person learning time for teaching, not testing.
San Francisco	CA	94108			I am disappointed to learn that WA State is planning on moving forward with high stakes testing this year. With all of the talk about having to return to school because of the poor kids' mental health. But that's obviously not the reason. The reason is the test, which is terrible for the kids' mental health. I am a school counselor and it's insulting to hear people constantly use that excuse knowing that I am getting no more support in my district now that I was pre covid. And now I have to explain to my already stressed students, all 412 of them, that they will have to take a test? Ridiculous.
Federal Way	WA	98003	James T Brown	Yamus@comcast.net	This plan, even with the intent to randomize, will do harm to students and still be fraught with bias. Your random sample will be at best, a convenience sample, since districts who are "chosen" for testing will scramble to find an available group of students in the categories to meet the quota. That available group of students will likely come from our most vulnerable populations, who will be forced to go along with the testing plan in the same way they are forced to go along with every other public education initiative. Families who have sent their students to school in-person because they desperately need a place for their student to go, because they desperately need a human connection, will now have their student extricated from that experience/environment and forced to take an exam which will yield biased results which nobody will ever be able to use. The testing data this year will always have an asterisk, because people will dismiss it out of hand when they see it: "that was the pandemic year, we can't rely on this data". So, I ask you, to what end do we inflict this trauma on the CHILDREN who will be forced to sit for these meaningless exams?
Black Diamond	WA	98010	Decatur High School	tdycus@fwps.org	Perhaps now is not the time to assess students. The vast majority of our students that we need to test will still be in school next year. Plenty of time to test.
	WA		PNW Discovery School	Tasha.a.fitz@gmail.com	I think it is okay that you are making efforts to skim down on the test. Yes, just okay. If I gave this a grade, I'd give it a C. These tests truly do need to be scrapped all together. Why is mental health being discussed as a priority for students if we are only going to add the burden. We are doing the opposite of what being productive citizens to our community. We are falling in line and checking boxes instead of caring for ourselves and one another. Please consider opting out of the tests all together.
Redmond	WA	98052			As an ELL Teacher I will have to stop teaching for months to administer the ELPA. It will need to be given 1-1 due to safety and cohorts of kids in the building. Also, we are being asked to give a 3-4 hour test in one sitting. How are we supposed to bring remote kids in to take the entire test? Really I will have to spend an entire morning with one kid to give the test and supervise them to go outside to eat a snack. The results I get will be no different than if we tested kids in September when we return. Only 5th and 8th should be tested since their programming will be affected the following year. My Latinx students have opted to stay remote in classes that are now 28 kids because of the change. Now they are going to lose their only small group instruction so I can test 85 kids 1-1. We should only be expected to screen new kids for eligibility and the ELPA should be put on hold until the fall. This is a gross miscarriage of social justice and equity.
Seattle	WA	98103			This is truly ridiculous and horrifically greedy. The tests need to be canceled en masse. Reopening schools only to immediately give students a useless, racist test is violent. And here I thought schools were being forced open for the sake of mental health; I'd love to hear how the money SBA makes fits into that.
Tacoma	WA	98445	teacher		We are in a pandemic, something that we have never experienced before and hope to never experience again and on top of that stress we might be required to give a racist, unfair state test. As a teacher, I am completely against this.
Bellevue	WA	98006	Deodara Schaffer	Dara.schaffer@gmail.com	All tests should be waved. Parents should be required to opt in for special evaluations. Kids need less stress. Test stress is unnecessary. Tests are usually done in a controlled environment. This will not be universally possible in an equitable way.
Port Angeles	WA	98362	Chrissy Kelly	360.461.2314	I understand the states value of standardized tests. I see the connection between funding and classroom data... what I don't see is value and connections between us as educators being able to teach and support students the way we know they need to be. We know, as educators where our students are, especially the last 2 years. We see them struggle, we see their mental health deteriorating before us on a daily basis. We have feet on the ground, some of us face to face connections throughout this entire pandemic where we have seen the damage this system has done to our children. The online / hybrid programs were not ideal, we all accept that, we understand that the state and district did their best, no fault there. What seems to be swiped aside is our consistent knowledge that testing children does not accurately prove their specific knowledge nor does it support the learning process. Teaching to the test before the pandemic, students becoming almost robotic at all ages, being so dependent on a system they can no longer have progressive learning, or think outside the curriculum that is presented to them. Major universities have dropped test scores as a requirement for admittance, some for the last 2 years, some have changed indefinitely. This is an opportunity for our system to change how we assess children's learning, the time is now, or we settle back into the old way of doing things... before the pandemic... the way it used to be... yet we all know where the holes were then, and still are now, even deeper today. I hope our district takes a stand for change and opportunity to create a better option. I believe you can do better.
East Wenatchee	WA	98802			My online learner will not be going into a building for testing!!
Longview	WA	98632			What possible purpose is there to give students the SBA assessment. Students have missed so much instruction. We need to be teaching students and using Formative assessment to make the instruction as meaningful as possible. High stakes summative assessments are stressful and time consuming. Even testing a select group is a waste of resources and puts those students further behind other students not taking the assessment. Let's make decisions based on best practices not politics!
Puyallup	WA	98375	Chelsey Stotler	stotlcj@puyallup.k12.wa.us	I do not believe that it is best practice to give my third-grade students the SBA this school year. Teachers are able to understand the impact that COVID-19 has had on learning by using summative and formative assessment in the classroom. From there, teachers can identify what resources and supports students need that their district offers. Besides learning the content that will be presented on the test, students also need to learn how to navigate the test. They need to take practice IAB's and see how state test questions are structured. Our time is valuable. We do not have the time to practice these skills and strategies when there is much learning to be done. Our in school learning days are limited and students should spend those days engaged in learning, not behind a screen wasting precious educational time taking a lengthy, strenuous state assessment.

Redmond	WA	98052	Kent School District		I am a high school Dean of Students that is currently working with under classman who are failing one or more classes---our school's numbers are staggering. I can appreciate that students may get to return to the school/classroom this 2020-2021 school year, however the virtual fatigue and mental toll that the pandemic has taken on our students is overwhelming. To decrease the anxiety from anticipation and a lack of preparation, my ask is that all students are gifted assessment waivers this school year.
Kent	WA	98032			Although I understand the need to find out how students are learning, I don't agree that any students should be required to take a test during this crisis situation. What do you hope to gain from testing 3rd graders or even middle school students?
Yakima	WA	98902	Ashlee Mandrell	ashdmandrell@gmail.com	As a teacher and a mom of a 4th and 6th grader, I think this year should not have included state testing. I understand that this is most likely tied to dollars but the stress students have endured this year is already so high. Adding a what they know is a high stakes test is not fair. Especially for districts who just returned in March to hybrid. My children's district did a great job with starting kids at the end of October in hybrid but it is still isn't enough time to impact them as much as they need it. The impact of just the logistics of testing will add another layer of stress for adults and students whose schedule will change again during testing days. I plan to opt my children out if they are selected to test.
Walla Walla	WA	99362	Danae Darby Sharpstein Elementary	danaedarby@yahoo.com	Dear Mr. Reykdal and Associates, I read the letter and see that you also believe that our children have been through enough. If we truly understand what this past year has done to our children, then asking them to complete state tests (with masks on) is unconscionable. The anguish experienced in a "normal" test year is hard enough on children. It is our responsibility to protect our children. Proceeding with state tests this year goes against what we know is appropriate and ethical. Danae Darby
Walla Walla	WA	99362	McKenzie-Sharpstein Elementary	mbostwick@wps.org	Hi there! I believe it is in the best interest of kids and families, along with teachers this year to keep focus on mental health and social emotional learning, rather than testing. I would argue that testing kids this year could be damaging to kids and it not worth the benefits that could come from testing kids. I think a good alternative would be to trust teachers and use classroom based assessments as a means of a data set this year.
Kennewick	WA	99336			Vital instruction time should not be taken from any students during the distanced learning model!
Kent	WA	98031	Jolene Wallace	wallacerj@comcast.net	3-18-21 To Whom It May Concern: My name is Jolene Wallace. I have taught in Washington State for 22 years. I am also a proud parent of an 11th grader in high school and an 8th grader in middle school. Teaching and learning in a pandemic has been stressful for all educators, parents, and students. I have first hand witnessed the emotional sacrifice of my own children during this period. I strongly oppose any standardized testing for Washington State students during the 2020 and 2021 school year. Knowing the mental state of my personal children, I cannot fathom sending them back to school in order to complete a test strictly for funding. This is ridiculous. Haven't our kids suffered enough? My blood is boiling. As an educator, I have witnessed what my students have gone thru the past year and a half. Observing their home life, school life, and mental health struggles is beyond comprehension. It will forever "haunt" me. And the way that we, as a society, are going to welcome them back into the educational environment is thru testing. This is morally wrong. We should be ashamed of ourselves. Please re-consider the testing options for the 2020/2021 school year. Feel free to reach out to me. I would be happy to share my observations and concerns with anyone who will listen. Jolene Wallace Cell: 206.892.8036
Portland	OR	97214			Kids have enough to worry about as we wrap up a very stressful year. Testing is not needed this year. Please do not risk the safety of kids and teachers, as well as waste precious class time with state testing.
Pullman	WA	99163		dkile@psd267.org	I believe that state testing at any level this year should be cancelled, but especially at the high school level. We are currently in a hybrid model with 40% of our students who are completely remote. We then split the remaining 60% into two groups who attend two days a week each. We have only been back in person since March 1st. Our teachers are working hard at not only trying to teach as much as possible, but also trying to build those relationships. With only seeing students two days a week in person, this is difficult. In a regular year, spring time in schools is busy. But adding COVID into the mix and springtime will be even more busier. Trying to get students to take a test and take it seriously will be a challenge. Testing students when they have not been exposed to the regular amount of school work or curriculum for over a year is a huge disadvantage! At the high school level you mention testing 10th graders in math. What would be a good outcome of this? Scheduling the tests with the right safety protocols would be a nightmare. Who would administer the tests? We already can't find substitutes during the pandemic. Where would we test the students? In math classes, you often have mixed age groups. A Geometry class might have 9th, 10th, and 11th graders in it. If the math teacher is expected to administer the test, what is expected of the other students during that time? Tests often take longer than a 50 minute class time... what would be expected of the teacher then? Please take into consideration the logistics of testing a certain population during a pandemic. In a normal year, we can hire subs, utilize the gym to test, etc. During this pandemic we cannot do that. Taking a week out of learning to administer a test that will not be helpful to our teachers would be just one more interruption into this school year - teachers and students do not need more interruptions to the school year. Please consider cancelling the state tests for the Spring of 2021!
Bellingham	WA	98225	Bellingham Public Schools	patrisia.kulaas@bellingshamschools.org	In Bellingham, we use a hybrid model to teach students: Group A attends school on Monday & Tuesday while Group B attends remotely, and then they switch for Thursday and Friday. I have about 10% of my students who have remained completely remote and planning to implement a state test will take away one full week of learning if we are not allowed to proctor the test remotely: Group A will take it on Monday and Tuesday while Group B performs an asynchronous task, then Group B will take the test on Thursday and Friday while Group A performs an asynchronous task. The 10% of my students who are completely remote will not have teacher contact that entire week and the rest of the students will only have teacher contact when they are at school and testing. This is not the year to add another stressor to students' and teachers' plates: we are emphasizing social emotional connection and not content knowledge and not pressuring students to overload themselves. What data would the state want from that? What purpose does testing serve during a worldwide pandemic? Several students have not been able to complete assignments this year--why test their growth if they're focused on mental and emotional survival?
Tacoma	WA	98405	Kelli Martinez	imerandkelli@gmail.com	Hello, I am a 3rd grade teacher in Kent, Washington. Typically each year I give the state assessment to my students. This year has been particularly stressful for students, their families, and teachers alike. With the mental health statistics Governor Inslee shared in his proclamation for opening schools, why is OSPI even considering such an assessment. This will only increase the stress and anxiety students in Washington have. Please reconsider. This has been a whirlwind of a year. Teachers are drowning trying to figure out how to instruct online. Students are struggling to take care of themselves at home while their parents are working. It has been a stressful year, and taking this assessment will put us all over the edge. Thanks.
Seattle	WA	98103	Meredith Attar		Please waive standardized tests this year. They aren't reliable or equitable in any year, and especially this year. If complete waivers are not available, then please minimize their impact on classroom instruction to the greatest extent possible. And please let's think about standardized testing for the future, as well. Standardized tests only show us how stratified our schools are. Time spend teaching kids how to perform well on tests reinforces basic, skill-based classroom instruction that continues to perpetuate inequity. And time spent taking the test greatly impacts schools and classrooms. Let's reach toward liberatory practices and eliminate standardized testing entirely.
Auburn	WA	98092			All testing should be cancelled, not only this year, but from now on. If we say that the mental health of the students is the priority, every single decision needs to reflect this. Research already exists that standardized tests negatively affect the mental health of students due to the stress, the stigmas attached to a "low" score, and the contexts within many of the questions that are not relatable to ALL students. How can we say we prioritize and care for the mental health of students and continue to allow systems we have in place to harm them?
Kent	WA	98030	Thomas Larsen, KSD 415 teacher	thomas.larsen@kent.k12.wa.us	Any data collection using standardized tests this year will not mean any reasonable criteria for validity or reliability of results. You will not obtain a representative sample. You will not be able to equitably measure all student subgroups, especially those that OSPI has focused on. Any comparison of current students' test results in Spring 2021 to Spring 2019 will be pointless and misleading. The only groups that may benefit are ELPA tests that can show progress/regression among English Language Learners, but that is almost certainly an already established fact that they will either not participate (as they are not participating in online learning as it is) or they simply have not had enough in-person contact to adequately develop their language skills. Graduation pathways area also not an excuse for SBA testing, as other options are still available.

Tacoma	WA	98422			This plan, even with the intent to randomize, will do harm to students and still be fraught with bias. Your random sample will be at best, a convenience sample, since districts who are "chosen" for testing will scramble to find an available group of students in the categories to meet the quota. That available group of students will likely come from our most vulnerable populations, who will be forced to go along with the testing plan in the same way they are forced to go along with every other public education initiative. Families who have sent their students to school in-person because they desperately need a place for their student to go, because they desperately need a human connection, will now have their student extricated from that experience/environment and forced to take an exam which will yield biased results which nobody will ever be able to use. The testing data this year will always have an asterisk, because people will dismiss it out of hand when they see it: "that was the pandemic year, we can't rely on this data". So, I ask you, to what end do we inflict this trauma on the CHILDREN who will be forced to sit for these meaningless exams? In addition, ELL students who are often in need of extended help and would want to be in person for the person teacher assistance are automatically required to take the ELPA21. The wording there has not changed even though our instruction of ELL students has changed greatly this year with the amount of classes and times we have been able to offer our students. This has not been a year for English Language growth for many of these students and is unfair to test them on such.
Vancouver	WA	98685	Gaylen Dewey	gaylen.dewey@vansd.org	Given the drastic loss of in person instruction time experienced by students this year already, the idea of negatively impacting that loss further by implementing any level of standardized testing is like taking food away from already starving people. And that doesn't even begin to address the already unbelievably inequities that standardized testing inflicts on poorer schools, communities, and students of color. Those populations have been affected so much more deeply by this pandemic already and testing them at the same level as more affluent school is nothing more than blatant classism and racism.
Tacoma	WA	98444	C Carlson	2536776026	Testing this year it seems like a waste of time. To bring secondary students back for testing and not be transparent about why that is happening by the governor, is irresponsible. I believe that every school district should need to publish in a very clear way the rights of parents to wave there are students taking the state test this year. I know many school districts that do not advertise or tell parents this option. Shame on you Jay Insley and shame on you Chris Riddell for pretending that you are bringing students back for their sake and not to line your pockets by giving the state assessment.
Pasco	WA	99301	Micah	Micah.thevine@gmail.com	In a parent teacher conference today, we were informed that every in-person learning day in the month of May would be dedicated to testing. As little instruction time as our teachers have had with students over the course of the year, this seems unreasonable. This seems an inordinate amount of time spent testing as compared to teaching. Further, the test results will be limited in their effectiveness. The results from this year's testing will not correspond to testing from previous or future years. While it may be valuable to know to what extent learning has been diminished this year, the results will not be effective in tracking standard educational goals. In a year that has thrown so many curve balls at us, I strongly recommend that we focus our efforts and remaining time on educating our students rather than standardized testing. Respectfully, Micah
Bonney Lake	WA	98391			The students today have been faced with enormous amounts of pressure and stress. I have looked at countless transcripts where I can see the impact the pandemic has on students educational success. A student will be on track to graduate and go off to college and then COVID hit. After that the same student has failed all his classes. It's heartbreaking. In education we will often say, we honor and support students social emotional needs yet we continue to place stressful and unnecessary testing expectations on the students. I understand the the testing is going to be limited but what is good for some needs to be good for all. If we don't want to put every student through testing, then we shouldn't put anyone through it. Continuing with SBA and WCAS testing is putting additional unnecessary pressure and stress onto students and families. It's time to practice compassion and understanding. Thank you for your time.
Tacoma	WA	98407	Karen Hultgre	Karenkingsbury@hitmail.com	It will be 380 days since my 5th grader has been inside her school once she starts the two-day a week hybrid model next Thursday, March 28. 380 DAYS since she has actually been in a classroom with her teachers! Remote learning has been a complete failure. Our district only intends to bring 5th graders back for two days of in-person contact for the rest of the year. That means that after 380 days outside of a classroom my daughter will have 23 days of in-class instruction between now and the end of the year. Please let this be time focused on individual, actual learning instead of high-stakes standardized testing!
Spokane	WA	99212			Testing is a waste of precious learning time. ALL STANDARDIZED TESTING SHOULD BE BANNED! Standardized testing does not show how a student is learning. Perhaps you should ask the teachers if students are learning. Let the teachers teach, let the students learn, stop wasting everyone's time on a corporate money grab obsolete test.
Gig Harbor	WA	98332			The students are so behind and have so many instructional holes and social emotional holes to think of taking any of their class time to do state testing is wrong. Taking the test at all is a huge waste of the little time they have to learn. It is also stressful when added stress is the last thing they need right now, as they face the challenges this last year has brought.
Seattle	WA	98117			I'm a teacher and a parent in a district with a population of many different ethnic, cultural, and socioeconomic backgrounds. My students are suffering. This year is not normal. Any information gathered in this year, from these students, will not represent any other year or any other students. There's no reason to force (or even suggest) using standardized tests this year. Those tests are unfair and inequitable at the best of times. In these much worse times, testing kids this way is cruel. Please, do not use standardized tests this year.
Maple Valley	WA	98038	Joy McLaughlin/FWPS	Jdmclaughlin32@gmail.com	Why are we testing kids this year? If you truly care about their social emotional health you will not allow this to happen.
Kirkland	WA	98033	Morgan Seymour	morgan.seymour@gmail.com	As we return to in person instruction, our students need to be focused on building connections with their classmates not worrying about taking a test.
Kent	WA	98030	Kim		Please do not have these children come back to school just to take a test. YOU claim they are coming back because of Social Emotional issues then the girls thing you would do is take this test off their plate. If you don't then it really shows that YOU don't care about our children!
Bellevue	WA	98008	Naomi Calvo, Bellevue School District	calvon@bsd405.org	Thank you for the opportunity to review the waiver draft and provide comments. I appreciate OSPI's attempt to limit the impact of state testing this year. Unfortunately, I'm not seeing how the proposed sampling technique will result in a representative sample. About a third of families in our district have chosen to be in year-long remote learning; they're highly unlikely to send their children to school just for testing. The families that choose year-long remote learning disproportionately over- and under- represent some subgroups. A large number of in-person families may also opt-out their students, if they don't see testing as a good use of scarce instructional time. This will result in data that isn't representative and it's hard to see how these reports could be legitimately used. Bad data is worse than no data. My suggestion is to instead use what we already have. Many districts across the state are using Star, MAP, iReady, etc. We use Star, it appears to work well remotely, it's about 90% accurate in predicting SBA proficiency, our participation rate (across hybrid and virtual) is 95% and we'd be happy to provide it to you in lieu of SBA data this year. While not perfect by any means, I believe it would be a substantial improvement in data quality over a non-representative SBA sample and it will not require any additional testing. On another note, Ramadan this year is April 12-May 11 and I hope you will consider raising awareness about this and suggesting that districts avoid testing during this time or make tests available for Muslim students outside this window.
Seattle	WA	98122	Stephanie Gomez		I am in support of waiving standardized testing this year. Children do not need to be held accountable to a system that is based on inequitable policies and further skewed by the past 12+ months of disruption and trauma. Further our teachers need support and autonomy to provide the best care for their students as possible. Teachers are not in support of standardized testing, especially now.
Aberdeen	WA	98520	Kelly Eddy	keddy@asd5.org	We have 5th graders on anti depressants and still barely engaging in school. We have 5th graders who have not submitted even 1/4 the work assigned this year. I have a student who would not even leave the house any longer. AND now we are going to administer the state test?? These children are not retaining any information since the shut down last Spring. It is like their brains just stopped! Please, reconsider this testing and the stress this will add to our young people!

Spanaway	WA	98387	Lindsay Ekblad	Lindsayekblad@gmail.com	This is so upsetting to me as a parent, and a teacher. There was a big push to get students back in the building, for the sake of their mental health. Please explain how days of standardized testing is beneficial for students' mental health? How is testing them on standards that have been taught mostly remotely for the last year, what is best for them? I understand the need for federal funding, but come on. I wasn't required to test my students last year when we had taught 2/3 of the school year in person, but we are going to test the students who have been remote most of this year and are now in a hybrid model? Want to know who would or would not pass in my classroom? Ask me. I can tell you. I don't need a test to tell you which students know the standards. I don't need a test that will take away days of my instruction. We've lost so much already this year, why add more stress.
Tacoma	WA	98418	Heather Jones	Heatherjones253@gmail.com	Please waive the tests. Students do not need more stress
Bonney Lake	WA	98391	Erin Phillips		Students should NOT be required to do standardized testing after the stress they have been under with virtual learning. It is not fair to expect them to test on something they have not been able to fully learn and understand, it is setting them up for failure.
Seattle	WA	98136			We should not be subjecting any students to these tests this year, even in a reduced manner. The past year has been extremely stressful for students and if we care about their mental health we should waive these. The information collected will not be useful, we know students academics have been impacted, we don't need the data to tell us that. Teachers will get to know their students (as more than test scores) in the fall and we will adapt to meet them where they are, like we always do!
Puyallup	WA	98375			The tests are stressful during a "normal" year. Why stress the students (and teachers!) out with this different year. I will be opting my child out.
Auburn	WA	98001	Kathy Miller	253-945-1005	No Assessments this year. One assessment is One too many
Tacoma	WA	98424	Rachel Running	Hello.running@gmail.com	We will not be having our children participate in standardized testing this year. The kids have enough stress already.
Spanaway	WA	98387			High stakes testing is not appropriate under the current educational situation. Teaching and learning has left a lot to be desired. Many students have been left behind.
Bonney Lake	WA	98391			I don't believe we should be testing any grade during this time. We don't need a test score to tell us our students/children did not learn all the same rate as in previous years. Testing should be halted for the next couple years while things get restructured and teachers are able to assess what students need.
	WA		Jenifer Venema	jenifervenema@hotmail.com	I feel with kids being out of school for a year, that we should just forget about testing this year. They're going to get about 22 days of school that won't even look like school was a year ago. Kids are struggling, teachers and staff are struggling. Let's just get the kids back and see what happens. We have next fall to start over and retest. Right now should not be about testing and money, it should be about the kids.
Lakewood	WA	98498			Let's not spend our precious time with students pressuring them in standardized tests. Their mental health, academic health, and physical health have suffered this year and that stress will only increase with standardized testing. These tests will not tell us much nor can they be compared to any other year making them pointless. Let the kids stay in class whether that is in person or online getting what they can get from their connection with teachers and not tests.
Olympia	WA	98513	A. JENNE		Students should all be waived from this exam. They are too fragile. They have been through enough. The data would be skewed and unreliable. Students have not had the opportunity to learn all that is assessed on these exams due to shut downs last year, delayed and condensed class time this year, and the trauma they live with going through a pandemic. It seems selfish. It seems unjust. It seems as though test-makers want to continue filling their pockets, without regard of what is really best for students. It is time for education to take a stand against not only standardized testing this year, but standardized testing all together. There is so much more to a child than what box they check on a state test.
Kirkland	WA	98034			I'm concerned we will be unable to truly understand where each and every student is at after this unconventional year. I would personally want to know the testing scores for all of my children for all subjects to know exactly where they stand compared to their peers around the country. Yes it is logistically challenging to do these tests, but we cannot continue to praise/rely on the remote learning environment without truly knowing where our students are. Many districts in other states are using these scores as decision points to enroll students in summer school to ensure they are back at grade level before another school year begins. I feel this is an easy way out and is not putting our students' needs first. I feel it is also a way to potentially hide the ugly truth that remote learning has significantly impacted the educational trajectories of our students.
Tacoma	WA	98418			Treating should absolutely NOT be happening this year and it is irresponsible and truly terrible that this testing is forcing districts to push kids and teachers back to in-person instruction prematurely.
Seattle	WA	98122	Gina Fournier	Grenierg@Comcast.net	I believe standardized tests should be waived this year. With students in hybrid model their time face to face with teachers is limited. Time used for testing could be used to enhance instruction that was lost not spending more time behind a screen.
Vancouver	WA	98661	Lindsey Kralj	linnyhill@yahoo.com	I think students need time in school for learning, not testing. My daughter has barely been in school with her teachers, I would like to maximize this in person time for learning, not testing.
Oak Harbor	WA	98277			This is not the time to be testing our kids...
Seattle	WA	98111			Testing should not be a priority for 2021 - focus on safety, equity, and the well being of students and staff.
Seattle	WA	98133	Joanna Freeman	joanna.freeman@shoreslineschools.org	The data collected in any form of standardized testing will be drastically affected by our current health situation. Students are under enough stress already without having to take standardized tests. Students and teachers will miss valuable teaching time that cannot be made up to do standardized tests. Please grant waivers to all districts for standardized testing this year and let the students and teachers keep their valuable teaching time, not waste it taking tests that will give flawed data about what they have learned. What our students and teachers have learned over the past year cannot be tested. They have learned resilience, patience, perseverance, and problem solving. They have learned how to build a community in a different and challenging way. Please acknowledge that what has been learned cannot be tested for and do not test our Washington State students this year. Thank you.
Portland	OR	97214	Jessica Ambrose	jessiambrose@yahoo.com	This is beyond ridiculous. What is the point of testing students while we are still in the midst of the pandemic?!? The date you will receive will be invalid. It's not considering equitable access during the pandemic. There are students in each school that do not have access to proper internet this past year. There are also students who do not have proper supervision at home who have not been participating in school during remote learning. Kids are just going back to school and their mental health is still fragile. This is way too much to expectations for the students. This is for people with privileges.
Bellevue	WA	98004			Requiring high-stakes testing of any sort this year, in the middle of a pandemic, is unacceptable. Our students and teachers have been through so much. Also, our students have not had the same access to the comprehensive instruction as they have in the past. As an educator, parent, and community member, please do not require this testing!
Tacoma	WA	98422	Cheryl Williamson	Cjw@nventure.com	State testing takes away time from basic instruction. In this year of pandemic the focus needs to be on basic learning not testing
Bellingham	WA	98225			I do not feel as though the standard of instruction, the accessibility to learning, or the increased stress of the year lend themselves to an equitable assessment environment.
Ephrata	WA	98823			Why are we wasting our time and money on these tests? Use the teachers, students, and administrators time in a better way, such as connecting with students, reaching them at a different level, and focusing on getting them to where they need to be! Use the money to support teachers and students in a better way!
Tacoma	WA	98406			Do not test our children this year. The learning gaps have been insurmountable without in person instruction. Children place a lot of self worth and value in these tests whether they should or not and the inequity in which they have all received education this year should warrant a reprieve from testing for the 2020/2021 school year.
Yakima	WA	98908	Heidi Taylor	taylorh@wvsd208.org	During the pandemic students should not be subjected to any state testing. As a teacher, I can see how this would be a detriment to their learning. Students attend school two days a week. They are behind in what is normally taught in a five day week. Thank you!
Tacoma	WA	98406	Dena Alo-Colbeck	denaalocolbeck@hotmail.com	Standardized testing will only deprive students of a chunk of the very limited in person learning time they will have this year. It will add unnecessary stress to an already difficult time for students and teachers. There are better ways to assess our students.

Reardan	WA	99029			Please accept the waiver. No state testing this year!
Tacoma	WA	98406	Bianca Gomez	bgomez@tacoma.k12.wa.us	I am deeply concerned with the decision to continue standardized testing this year. Though I do see the value, this year, in retrieving data from some of our students with a shortened test. These tests only evaluate academic skills. They do not assess intelligence, creativity, social and emotional well-being, or identity development. They completely ignore the whole child, which is constantly being touted as crucial to school and student success. How we measure intelligence and success in students is very narrow and inequitable and is rooted in systemic inequity. The pandemic has already given us a multitude of data points on how rife our society and our system is with inequities. The way the data of these tests ends up being used is not to even the playing field, but to label schools and, more accurately, students as "failing". There are other ways to determine funding and other ways to assess student success, using a more holistic set of criteria.
Olympia	WA	98501			As an educator that is working with students in person, I am seeing first hand the effects that COVID has had on young children. I believe it is important for leadership, that are removed from their audience, to consider the overall stress and anxiety that comes with testing in general, now consider that most students have not been in a building setting for over a year. This seems like an unneeded task to be given to students and staff. If we are truly considering students mental health needs, let's stop impacting their mental health negatively. Let schools reopen safely, build positive relationships and teach. I do not support state testing for this school year. However, I am aware that waivers are not being accepted for no testing. Given this information, please consider only testing a percentage of students in grade levels of selected schools- the overall impact of testing all students at a given grade level, will be a building wide impact.
Omaha	NE	68135			Our kids have missed out on so much instructional time in the last 1.5 school years. Let's not spend more of this year on preparing and giving the assessments.
Tacoma	WA	98422	Karen Knapp		Absolutely NOTHING about standardized testing benefits children. This has been proven. It does not foster a sense of curiosity or excitement about learning. It puts unnecessary burdens on the teachers, linking their job security to bogus, unfair tests that are not equitable and turns learning into drudgery for everyone involved. Do away with standardized tests, please.
Lynnwood	WA	98087	Cristi Camp, Shoreline SD	2062457709	It is unresponsive to the emotional needs of students and staff to pursue testing this year. As a Washington State educator, I am furious. As a parent, I will refuse. I am open to a conversation to both understand, question, and interrogate the issues of equity and well-being related to further learning disruption caused by these assessments.
Longview	WA	98632			Students should not be wasting pressure learning time in order to take state assessments. We are already trying to make up time lost, and this would in no way help us attain that goal. It is already quite apparent students will have learning gaps, and we don't need a state test to tell us that!
Seattle	WA	98168	Hillary Self	odekaire@earthlink.net	Insisting on any standardized testing at this time is unprofessional and harmful to students. Due to the myriad of factors affecting students, these tests can in no way render usable data and will not be valid or reliable. Taking time away from the already limited instruction this year is harmful to students' education. The stress of taking a standardized test is harmful in the best of circumstances and during this pandemic time will greatly negatively impact students' already compromised social-emotional wellbeing. As a state, we must prioritize our children's long-term health over the money involved in standardized testing.
Puyallup	WA	98374	Trisa Dixon, EdD- Tacoma Public Schools	Dixontrisa@gmail.com	With students learning in a remote setting for almost a year, I don't feel that state and National testing should be our focus this year. During the pandemic, I believe testing is still important, but a more valid measure of our students' learning would be smaller snapshot assessments rather than summative assessments. I feel strongly that test results could be harmful to the well-being of our fragile students and their families.
Portland	OR	97206	L. Lacy		In this incredibly difficult school year, the weight of testing will be too heavy a lift for students AND teachers. My own children, who actually handled distance learning pretty well, are hitting a wall. They are just now adjusting to hybrid learning, and the transition has not been easy. Many of their peers are in far worse shape. I understand the value of data, and at some point we need to have a baseline to show change/improvement, but I do not believe now is the time to add assessments.
Edmonds	WA	98020	Breanna Clouse	Breanna.clouse@gmail.com	I would like to see all testing requirements waived. You have a pandemic going on and we have a lot of people going back to school and quickly. Most people assume the push to go back is due to testing. Ensuring testing goes forward, continues to erode trust in our governor as well as OSPI. You have a massive PR issue with the states educators and related staff and a massive teacher shortage. I would recommend listening to educators and cancelling all exams. What little time will be spent in the classroom needs to be spent on content and SEL. I will remind you, the governor is opening schools on the basis of mental health. Even in a good year these tests create a lot of mental health issues for students. By pushing forward you lose more trust. Please contact me if you have any questions.
Auburn	WA	98002	Casey Mock		Now that kids are back in school, I would like to see them learn interesting content, not be taught to pass a test. Please do not make kids take the SBA please do not make teachers spend the class time they now have with kids on SBA.
Seattle	WA	98115	Andrea Baumgarten, Seattle Schools	Albaumgarten@seattleschools.org	We should absolutely not be engaging in standardized testing this year. First, there is no way to ensure fidelity of implementation or statistical significance when some students are remote and some in-person. Second, we should focus now not on testing and its inherent pressures, but student well-being. Teachers need and can implement CBM and progress monitoring now. We do not need a corporate summative assessment to tell us where kids are or what we need to teach them.
Seattle	WA	98117	Bri/SPS		We're teaching remotely for the last year. Absolutely do not need to be utilizing standardized testing on students right now. They're already high anxiety and stressed from being in a pandemic, adding another burden of standardized testing is insane. Next year when kids are back to more normal school, you can get more accurate data. There'd be so many gaps because of inequities in remote learning if it happened this year, too. Just not necessary!
Federal Way	WA	98023			As an 8th grade science teacher who is always in favor of standardized testing, I feel that to test them this year is unfair to the students. Even my most privileged students have not received the preparation over the last year to give accurate results. I feel it would be a waste of time, money, and effort to get dubious results at best.
Seattle	WA	98105	Laura	2067189811	In a normal year, it seems to be a waste of resources to use several of students' 180 days at school, and pay teachers to proctor, for standardized testing. Some students test in mid-April, which means they still have many weeks left of learning that cannot be captured on their test. Why not set up summer testing windows for students, proctored by college students who are neutral, can proctor more students at a time (in a normal year), and cost less to compensate? In a normal year, summer testing makes much more sense. In this highly unusual year, save our students' precious days at a school for LEARNING, please.
Bothell	WA	98011	Kendall Schuldt Everett Public Schools	Kschuldt@everettsd.org	OSPI and the Governor have said their main concern is student mental health. How does returning students and teachers into the classroom only to being a stressful testing process support anyone's mental health? This is creating stress and anxiety for both staff and students. It will take time away from instruction and support for students so we can get data that will obviously be skewed.
Edmonds	WA	98020	Candy Gjertsen		No state testing this year
Tacoma	WA	98405	Jenny Saldana		Waive assessments. Time in classroom needs to be the priority. Not assessments which cause great anxiety for students and teachers. It is an oxymoron to say kids need to be in school for social/emotional needs and then hit them with testing that takes days. For what? I can assume we follow the money for that answer. This is not what is best for students and as people in education, you should be well enough aware of that. This year was hard enough.
Federal Way	WA	98023			As a parent and educator I am highly opposed to state testing this year. Students do not need any additional stress, they have not had sufficient instruction in their classes this year and definitely do not need to waste any valuable instruction time taking the assessments. My remote student will not go to school to take a state assessment! We need to remember our students emotional health and not add any unnecessary stress and pressure.
Everett	WA	98208			State testing in a global pandemic is egregious and irresponsible. NO TESTING this year! If you are concerned with the emotional health of students, why would you choose to put them through this undue additional stress?
Bothell	WA	98011	Daniel Asencio	dasencio13@gmail.com	As a former Learning and Development coordinator, I think that it is poor practice to immediately begin standardized testing when students return to the classroom. This pandemic has poorly affected students' mental health, and immediately testing them for hours on end upon their return would be mind-numbing at best, and stress-inducing at worst. This would all be so that poor data would be collected as we know that this year has been unlike any other for these students. Shouldn't the focus be on their mental health and getting them the best instruction possible and not on collecting test scores so that politicians and administrators can pat themselves on the back for the results?
Arlington	WA	98223			Just wondering why you think that standardized testing (a system verified as being ineffective) a bunch of kids who have been surviving a literal pandemic all year would be a good idea? The stress levels for them as they're adapting to the reality of world wasn't enough?

Lynnwood	WA	98087	NA	NA	Our children should not return to school and focus on assessments this year. They should be returning to school to focus on school, filling in gaps from distance learning, and working on SEL. The focus on high-stakes assessments must shift. No more standardized testing! Let's put the kids, their mental health, and academic success first!
Seattle	WA	98111	Sara Partlow	Spartlow@lwsd.org	I am a middle school teacher currently suffering from severe depression and anxiety due to the pandemic. I can't even imagine what students are going through. WHY are giving standardized tests as soon as students return to the classroom. How does this support students' mental health and education?
Lynnwood	WA	98037	Jen Salcedo Parent and educator		I am a middle school resource teacher and parent of a high school junior. Bringing back students to in person learning citing that it is for their mental health and then disrupting the learning process once again with high stakes testing is hypocritical. As a teacher I'm exhausted and overwhelmed. I work 10 or more hours a day 6-7 days a week right now and in four weeks I have to alter everything I've been doing to provide both in person and remote learning. This is anxiety producing and stressful. I am an adult with a wealth of life experiences and even with life experience behind me, this is overwhelming. Asking our students to pivot once again, waste learning time and add stress to their lives is disgraceful. In a typical year, my resource students experience significant anxiety around state testing. The tests are not designed for them to show what they've learned and often they recognize how challenged they are during these testing periods. I've worked hard to help students focus on their GROWTH and not on a specific outcome but these tests negate that. They don't test growth. As a leader for our educational system, you should recognize the mental health impacts state testing has in a good year on students and staff. Right now, our focus should be on meeting kids where they are after a year of stress and altered lives, not on mandating a test that helps no one.
Vancouver	WA	98665			My district already has assessments in place to address pandemic learning loss. State assessments are not necessary and will take valuable instructional time to administer them. It will cause unnecessary stress on students and staff.
Mukilteo	WA	98275	Kris Henry	Kris_run@hotmail.com	The state should suspend all K-12 testing this school year. Our students are under enough stress. Let them return to school and learn. Let teachers continue to teach, not proctor tests. If we are returning to in-person instruction partly due to mental health concerns, then do not force kids to take standardized tests. This is hypocritical and cruel. If we care about kids, let's show it by taking care of them. Teaching them, not testing them.
Arlington	WA	98223	Erin Baldner	Embaldner@gmail.com	After a full year of stress and trauma, losing friends and family, watching our country fall apart and so much uncertainty without adequate support or mental health counseling, you're asking children to return to a crowded indoor space, outing their family at risk and then engage in what is the most stressful activities at school: standardized testing!? Which is not only stressful but also proven to be a poor way to evaluate student success and is extremely biased against children of color and those from lower income households. I can't think of a worse idea for students well-being and mental health.
Kirkland	WA	98033	Megan Medsker	Megan.medsker@gmail.com	Please do not make children sit for high stakes standardized tests this spring. Our children have had a stressful year already. If teachers say welcome back to our class, it's time for SBA or ELAP21, they will wipe out all positive relationship building and happiness to be back in the classroom. Waive high stakes testing NOW.
Marysville	WA	98270	Shelly Henton	hentonsl@mukilteo.wednet.edu	I feel assessing my students in the midst of going back to school, and a pandemic is insensitive to what students and parents are going through. My 8th graders already feel stress in our current situation and struggle to complete and participate in their academics. When I STAR test, I have kids who won't even come to class(Zoom). I feel teachers ALREADY know where their students are and testing them to see just how poorly they are doing or how far behind will compound their burden. I feel this decision is completely out of touch with what the students, teachers and parents are going through.
Everett	WA	98208	Heather Nelson Cascade High School	Hezarez@hotmial.com	I just wanted to express my concern about mandating that students right now are being required take testing this year. It is NOT in the best interest of the students. It will be a big enough transition back to school as it is but to add testing on top of it is just too much. It means nothing this year and should be waived/cancelled!!!!!!
Federal Way	WA	98023			We as educators rely on data to inform our jobs, but data must be both VALID and RELIABLE. With so few students returning to campus, and so many barriers to getting representative samples, any data gathered from this year's standardized will be neither. I fully support waivers from spending our precious remaining face-to-face instruction, whether via virtual video conference or in person schooling, on assessments that will be of little use at best. I fully support educators and schools using this remaining time to serve the social, emotional, and academic needs of our students in responsive ways. This plan, even with the intent to randomize, will do harm to students and still be fraught with bias. Your random sample will be at best, a convenience sample, since districts who are "chosen" for testing will scramble to find an available group of students in the categories to meet the quota. That available group of students will likely come from our most vulnerable populations, who will be forced to go along with the testing plan in the same way they are forced to go along with every other public education initiative. Families who have sent their students to school in-person because they desperately need a place for their student to go, because they desperately need a human connection, will now have their student extricated from that experience/environment and forced to take an exam which will yield biased results which nobody will ever be able to use. The testing data this year will always have an asterisk, because people will dismiss it out of hand when they see it: "that was the pandemic year, we can't rely on this data". So, I ask you, to what end do we inflict this trauma on the CHILDREN who will be forced to sit for these meaningless exams?
Everett	WA	98208	Donna Riviera	Rivieradm@mukilteo.wednet.edu	Students should NOT be taking the Sbac if you are truly concerned with the mental health of WA students and what they have gone through during this pandemic.
Bonney Lake	WA	98391	Dr. Michelle Fox, principal, Puyallup School District	253-820-8709	COVID-19 has caused a tremendous amount of hardship for people around the globe. Stress, anxiety, and depression has not only been amplified by the virus, but also by social, political, and racial tensions. People are dealing with loss of work, health issues, trauma, and grief. Now is not the time to require standardized assessments - even if it is limited to a random sample. If assessments are required, then consider offering it to families who opt in for testing on a voluntary basis. I understand this would not be a representative sample of the population, but it would provide comparative data for analysis. A random sample would unfairly target students, schools, and grades who unfortunately get selected. Although families could opt-out of the testing, we have found is families of the most disadvantaged and at-risk students do not respond to school communication and would most likely not apply to opt their student out of the assessment. A random sample would still require students who are suffering from mental health issues to test, further exacerbating their condition. A voluntary sample would be more humane and demonstrate sensitivity and responsiveness during this unprecedented time. If the state needs data to demonstrate the effects of the pandemic on learning, look to other data sources that we already have, such as attendance data, CPS reports, self-harm and suicide screeners, district assessment data, and teacher/administrator surveys. For the sake of our students' well-being, please reconsider what you are about to do.
Bothell	WA	98012			Testing children this year is a government hoop and nothing more. The data is not representative of student achievement but rather a giant magnifying glass onto the immense gap between those that had support at home over the last year and those who did not. What will this data tell us? Nothing that we don't already know. We have building and district level assessments, interventions, and progress monitoring measures in place that provide actual data that serves children, not politics. Please do not require schools to conduct state testing this year. Some are just getting back to in person instruction after being without face to face instruction for over a year. Another disruption will only further the deficit of learning these students face. Please allow districts to provide their own data for federal accountability. Thank you.
Kenmore	WA	98028			How does it support students' mental health to welcome them back to school and immediately begin standardized testing. The amount of stress these tests induce in students is unnecessary at any time, let alone as we are still in a pandemic. Many students are already struggling mentally. We are rushing to open school buildings in order to support our students. Rather than focus on standardized testing, let's focus on building our classroom and school communities back up.
Seattle	WA	98122	Amy Goldstein	amy@callmeamy.com	This is not the year to push through standardized testing! The kids and teachers are stressed enough, skip it!
Scappoose	OR	97056			These children are living through a pandemic. What good will any assessment data do given their circumstances. It is ridiculous that ANY of the little remaining time in school be dedicated to ANY amount of testing. What is best for kids: being assessed for data that will in no way assist anyone or building stability, community, and relationships after a traumatic and tumultuous year?
Seattle	WA	98178	Sharon Clarke	2066833225	Standardized tests are a big money grab for education companies and racist to boot. Poverty and wealth effect test scores.

Yakima	WA	98908	Sarah Ketzenberg-Teacher		Dear to whom it may concern, This year we have seen an increase in student depression and anxiety, and a decrease in student growth. Why? Because students missed a third of their previous grade. We found that although teachers began remote teaching in March of 2020, it was difficult to get students online to learn. A huge chunk of students from our district did not have internet to come to class. Some students started having to take care of their younger siblings while their parents went to work. Some students went back into the homes of their abusive families and did not have an outlet to escape. When the 20/21 school year started, we began remote learning again. And although the school districts worked hard to get students chromebooks and internet access, some students still did not attend or rarely attended. School went from 7.5/8 hours a day to 2 to 3 hours a day. When schools started opening again, teachers were encouraged to sit everyone 6 feet apart. Teachers could not work one on one with students because they could not get close enough. And because students only came for 2/3 of the previous year there were significant gaps in what they should have known. District wide testing scores have decreased tremendously. Having teachers, parents, and students anxious and fearful. We understand that state testing is important, but we ask to postpone for this year. The past 2 school years have been very difficult for everyone. Teachers are working very hard to close gaps, support students, and learn strategies for teaching 6 feet apart. Students worlds have been turned upside down more times then we'd like to sit down and count. Families are struggling. Honestly, we're all struggling. So I'll ask again, please postpone testing for the 20/21 school year and give us all the opportunity to get healthy, close gaps, support learning, and support each other. Thank you, Sarah
East Wenatchee	WA	98802	Jessica Mayer		Please wave the federal test this spring for all students. They have been through enough and have not been able to be educated properly due to the virus. Taking the tests will cause further stress and damage. Thank you.
Spokane	WA	99208	Amie	2535768086	Please don't make us give up our limited instructional time for testing.
Oakland	CA	94612			As an educator and researcher I understand the need to evaluate student progress, especially with this current year. However students and teachers are working overtime just to maintain some element of normalcy and to keep students engaged in learning. Testing will take that away and force everyone to focus on ways they have not been keeping up. Instead let's focus on all the ways we have adapted and positively altered learning, giving students new opportunities.
	WA		Jessica		It is completely unfair to test students when they have not had access to equitable education. And anyone is in the dark if they think online learning has been in any way equitable to all students. We will finally be back in buildings and then kids have to worry about testing. Unreal.
Redwood City	CA	94061	Jocelyn	jocelynanastasia@aol.com	Why are you testing these kids at all this year, and why the rush to get them back just for that. Ohhhh, \$\$\$\$\$\$ Duh. Shame on you!
Savannah	GA	31401	Nicole	nmgargiulo@gmail.com	It's completely irresponsible to mandate that students have to come back in person for assessments. If their parents / guardians want to keep them home during this deadly pandemic, you must honor that.
Centreville	VA	20120		425-385-4000	I don't think assessments are necessary or useful or beneficial for students this year. If they are going to happen, the waiver must be accessible and easy for EVERYONE to use.
Plainfield	IL	60586		425-385-4000	I support schools coming back to an in-person or hybrid format, especially for the mental health of the students. However, I think you need to listen to the teachers and consider whether or not the standardized testing will actually be useful data? The entire country has been traumatized. None of this information will be helpful to anyone.
Chicago	IL	60647	Katie		Why are you doing this? Who is this supporting? This assessment won't give any useful data as children (as well as the rest of us adults) have been in a constant state of trauma.
	MD				I believe that making our students take standardized tests this year adds unnecessary stress to their already stressful lives. School has been such a challenge for everyone involved this year. Everyone knows that we are "behind". We need to just accept that we are in a new place and move forward from here. No need to make students feel worse than they already do by tests that they won't do well on.
Waukegan	IL	60087			Why is this necessary? Why are we putting kids through standardize testing after the year of learning that they just had during a global pandemic with 2 months left of school? Can't this wait???
Maple Valley	WA	98038			As a math teacher who has taught throughout this pandemic, The priority SHOULD be social/emotional health and wellbeing of our students, NOT state SBAC testing. Our students have had an incredible year and to put this on them is INSANE. Insee opened our school as a mandate because "students mental health is being affected". How do we think this will help them. As a math teacher of middle school age students, I teach an A and B group 2 or 3 days a week each. This has meant that every week I have to reteach where we left off as students have 4-5 days in between math classes. Math is a continuous and sequential content to teach and I can say with 100% certainty that ALL students have not learned ALL content that would normally be taught in a 5 day week. I think our students mental health is the most important priority right now as well as our hard working teachers. Please do the RIGHT thing and cancel the SBAC until we are 100% in building 5 days a week. Thanks you a middle school math teacher.
Maple Valley	WA	98038	Brandy		It's ridiculous we do these assessments at all since they are inequitable and pointless when you could get the same information by just looking at poverty demographics. But to force them on a pandemic year when kids are struggling beyond measure mentally is cruel and downright abusive. In a good year, these tests cause harm but now you're literally driving the nail in many kids' coffins. Absolutely deplorable.
Everett	WA	98203			There shouldn't be state testing year.
San Francisco	CA	94124	Fred Collins	4252209245	I had such a good one and my phone backed out of it so it's gone. Don't do SBA, ELPA or any other high stakes standardized test this year or any year really. It was misguided before. It's downright cruel now. Allow those who want to take it to do so if they had it in their graduation plan. Otherwise, scrap it and ask teachers how their kids are doing then listen. Truly listen. They'll tell you what the kids need more accurately than any test. No more SBA. Tell Pearson to go jump in a lake.
Auburn	WA	98002	Tahoma high school		State testing during this time places additional undue stress on our students. They have suffered so much over the last year, why would we do something to make it worse? It's callous and cruel.
Sunnyside	WA	98944			We should be asking for a waiver to waive all tests for all of our student K-8 and only test high schoolers that need to take the test to graduate. Our students have not had the benefit of getting a full education for the last year. Most of our high schoolers across the state are just now getting into their brick and mortar learning environments. Many are still disengaged or failing at high rates. Our K-8 students have been getting access to only about half their education. Any time with their teacher is crucial. The gaps in learning are getting wider and wider for families in poverty. This system of learning as not been equitable for our students on the east side of the state. In this time of crisis, families are struggling to support half time learning. Students are often becoming the babysitter and support system for their younger siblings. Why add more stress and strain to an already stressful year? Where is the equity in testing students that have not had the opportunity to learn?
Kent	WA	98031	Parent of two Tahoma School District children		The 2020-2021 school year has already been stressful enough. My husband and I talked with both our children, who attend the Tahoma School District. They have brought up their concerns with us about why they do not want to take it this year. One said, "The reason that I don't want to take it is because they is the only time during the day that I can get help from my teacher. I know you try to help, but neither of you understand how we are doing the work. Plus, I freak out during these." Our other child, "Why should I miss time with classmates? It's the happiest time of the day for me, and if I take a test, it's going to be the worst time of the day and I'm already sad with this whole year." I hope getting students point of views will help solidify the decision as to why the state should not move forward with the testing this year.
Puyallup	WA	98372			No state testing! This is not fair to the kids after a year of falling behind!
Maple Valley	WA	98038			Please do not waste the little time my children have with their teacher testing. It is a fraught system in the best of times. We should be doing better when our children are already under so much stress. Please stop state testing!
Grandville	MI	49418			I don't feel assessments are an appropriate given the climate of this current school year and all it's challenges.
Kent	WA	98030	Wendie Thompson	Wendie@fourthompson.com	I do NOT think there should be an assessment this year; I am the parent of a 10th grader at Tahoma High School, and these last 12 months have been a horrendous nosedive in learned and retained information, asking them to test would only punctuate their perceived "failure" by inevitably showing they are lesser so than peers. We do not need to pile onto their insecurities after the pandemic; give them a fair shot to have 12 months back in the building and somewhat normal in-person learning before asking this of the student population.
Maple Valley	WA	98038			Standardized test are not a good representation for students. In a year with so much please don't do this to them.
Kent	WA	98042	NA	NA	I absolutely do not think there should be any state testing again this year. I am sorry but these kids will not be ready for anything like that. It has been hard enough on them with the online learning. I do not think they need the added pressure of having to take these tests too. Please give these kids a break.
Maple Valley	WA	98038			We will waiver out. To expect kids to test like this during a pandemic is ridiculous. We won't put our daughter through it.
Maple Valley	WA	98038			Waiver will be submitted. Our child will not be participating in this test during a Covid-19 pandemic.
Los Angeles	CA	90047			Please don't subject our students to testing this year. You will not get quality data from an overstressed population. Find another way, enough is enough.

Tacoma	WA	98407	Carrie Taylor	carriebeans76@gmail.com	I am a mother of 2 special needs children. This school year has been anything short of easy for all kids and teachers alike. Especially hard for kiddos who are special needs without proper support due to corona virus. I have had to be my kids teacher / specialists at home as my kids are both immune suppressed and unable to attend in person. To say that they have struggled is an understatement. Then to ask them to take a statewide test this year without proper support is almost cruel. Please rethink your thought of asking for standardized state testing...the kids have been through enough stress this year, have been trying to do school without specialized supports, and without proper teaching. Please Give our kids a fair chance at this testing. Give them a break and postpone this testing until next year. Sincerely, Carrie Taylor
Seattle	WA	98168			Continuing with state testing this year is NOT in the best interests of students. Students are already struggling and stressed to the max. Give them a break. They desperately need it.
Santa Clara	CA	95054	Derek	5099696442	How can we expect our children to take standardized tests when we can't even have standardized learning this year. Lets stress the learning even more by taking tests and putting fear into them if they dont pass they dont proceed. We need to EDUCATE our youth... Not make them good test takers.
Maple Valley	WA	98038	Paul Donnelly	paulhdonnelly@hotmail.com	I do not support the state spending ANY time on assessments this year given the other challenges that have been faced with the schools. The state should notify the Department of Education that they will not be expending any effort or resources on assessments this year.
Seattle	WA	98136	Zahra Alavi	szahra76@gmail.com	OSPI acknowledges that standardized testing places "burdens on students, families, schools, and school districts across Washington." A representative sample of students should not have to shoulder burdens of policy. Additionally, how does the state show its commitment to racial equity by over burdening students through testing for English language proficiency? The results do not help teachers or students. The Department of Education states that assessments are "to provide information to parents, educators, and the public about student performance and to help target resources and supports." When the biases of standardized assessments are widely known, how can the data gathered from these assessments be valid representations of what students know? Allow schools to be safe places for students to learn. Stop traumatizing students with pointless, biased, harmful testing, and stop taking the joy out of learning and teaching by narrowing education to test taking. If you want to provide information to families, educators, and the public about how well students are learning, standardized testing is the worst way to do that. You already know this. Amend the waiver to opt out of all testing.
Tacoma	WA	98406	Tacoma public schools		No sba testing. I only have students 2 days a week and I need to teach not test. If it has to be limited, only multi choice, no performance task, 20 questions max for each reading and math only.
Edmonds	WA	98020			I strongly believe that there should be no state standardized testing- we wanted our kids back in schools because we were concerned about their mental health, but we're still going to test them? That's such a waste of valuable in-person instruction time now that many people are back in the classroom. Also unfair to not test remote students.
Maple Valley	WA	98038			I think it is highly inappropriate to require these tests this year. Many of the students are just now getting back to in-person school and some aren't even back for a full school day. To use their in-class instruction time to administer standardized tests is unproductive and even harmful. With so many underlying mental health issues brought on by the covid quarantine, you will be setting these kids further back. OSPI should be working on a plan of how to get students back on their education instead of administering these tests. My family has lost faith in the public education system after your lack of leadership and loss of focus of educating our children. We are a family who holds education in high esteem and you have proven it is not your top priority. Therefore, we will be pulling our oldest child from the public school system and sending him to a private high school starting the 2021-22 school year.
Kirkland	WA	98034			All standardized testing should be eliminated for 2020/2021 school year. Focus should be on the kids learning, and these tests do nothing to "teach" kids. Even in normal years, these tests are pointless
Vancouver	WA	98682	Hope Odendahl, Special Education Teacher	425-761-5966	My name is Hope Odendahl and I am a special education teacher in Vancouver, WA. This year has been so hard on our students. Now that we have entered hybrid, we are trying to use every moment of instructional time efficiently. Looking ahead at the new CDC recommendations of 3 ft distancing as well, we will be losing more instructional time transitioning our models again. Every year at testing time, we lose about 2-3 weeks of valuable learning time. Introducing testing during this time hurts our students. As a special education teacher, I understand the value of data on student learning. However, teachers are always collecting data on student learning through classroom assessment, that tells us more than any standardized test can. Our results will not even be "standardized" as students lost learning last spring. I am sure you are hearing from the companies that create these tests, but note that they are making money off of this testing. Our students deserve grace this year. Our students deserve for their time to be used well. Our students do not need the weeks of stress that come with standardized testing. The flawed data we will get is not worth the time it will take. Please consider waiving testing this year. Our kids deserve better.
Everett	WA	98204			If you really cared about the mental health of students, you would cancel all assessments this year.
Tacoma	WA	98406	TPS	cdietri@tacomak12.wa.us	As a parent and teacher I am shocked that we would take any live teaching time away from our students in order to further assess them during a year where instruction has been limited at best. As a teacher I already know where my students are and where their skills are lacking. I do not need a state assessment to tell me this. In addition, I wouldn't bother to look at student results for my incoming class. The results for this academic year are meaningless.
Seattle	WA	98133			Students should not have to do the state assessments this school year, 2020-21. Please give Shoreline school district a waiver to not do the assessments. Students need to work on their core subjects, mental health, and classroom community (if in hybrid on-site).
Everett	WA	98208	Ian Miller	ijm1@comcast.net	Cancel it. What is the point? This has been a lost year of learning. The only thing that subjecting these students to further educational cruelty will do is measure just how far behind they now are.
Auburn	WA	98002			Why in earth would you require state assessment after this pandemic schooling nightmare? Last spring students in our district barely did school and Remote learning has been disastrous. This assessment will hurt already fragile students and their academic confidence! Do what is right for the students!!
Lynnwood	WA	98036			Taking any of the valuable instruction time right now to complete state testing would be irresponsible. We know that students have had a loss of schooling. We also know that any data received now from in-person students will NOT be representative. In my district students of color largely remained remote (70% of Latinx students & 65% of Black students). Let teachers teach. We will take stock of what students know and are able to do in the fall. The data from SBA will not be actionable, as it doesn't represent all students, and cannot be used longitudinally, since the test will be abbreviated.
Cheney	WA	99004			I think students should not be tested at all this year. This year is challenging enough with the widely unique learning platforms, there is a great difference in learning styles that will make the consistency of standardized administration across these variations impossible. For instance, there will be equity disparities as it is not feasible to provide students with the necessary supports/accommodations during remote testing. Even more, it will be very difficult to remain 6' while providing students the WA-AIM. Thank you for the opportunity to express my concerns regarding testing this year.
Vancouver	WA	98685			Students have been under a lot of stress and emotional worries with the pandemic. They are doing the best they can as are the teachers. To mandate testing right now would be an unnecessary stress that wouldn't really reflect what is happening with learning. It would also take away precious instructional time.
Anacortes	WA	98221			I think testing right now is extremely stressful for our children right now. I know personally my children will have a difficult time with it physically, emotionally and academically. They haven't been around anyone but immediate family in over a year and they have special needs that due to the safety guidelines in place which they should be my children won't be able to have the accommodations needed for them to do these tests.
Issaquah	WA	98029			All assessments should be waived this year. There are too many variables to give an anyway accurate assessment.
Redmond	WA	98052	Heather s		I think having the survey taken by only in person students would skew the data. Also depending on the time of the test how is it equitable between districts who have been in hybrid since the fall vs those who are just now getting into hybrid in the next couple of weeks?
Redmond	WA	98052			Standardized testing does NOT support student mental and emotional health. PRIORITIZE STUDENT MENTAL AND EMOTIONAL HEALTH!
Toppenish	WA	98948		rroybal@toppenish.wednet.edu	After the 60 minute report on March 21, 2021, I have reached the conclusion that bringing all the students to the test will increase COVID 19 contacts. You cannot bring in that many students to test and have proper spacing. The students have lost much-needed time in the classroom this year already. I would recommend that we use the time for students to be in the classroom to continue with their studies and test this year,

Seattle	WA	98155	Marci Anderson Youngstrom, Highline Public Schools	marciay@gmail.com	I recognize that the US Dept. of Ed is not giving a lot of leeway in applying for a full waiver, but I find it incredibly ironic and sad that one of the primary reasons for pushing for return to in person learning was the mental health impacts on the pandemic, but somehow leeching resources from schools to provide SEL and mental health supports will be the first impact of pushing standardized testing--which in and of itself is a high stress situation for many children. In the best of times, annual state testing gives the most minimal information regarding student performance and learning anyway. In this time, it's going to give us exactly the information we expect. Those able to access learning learned the most and those most distant from educational equity grew the least in terms of academic competence. There is NO new information to be gleaned from state testing this year and only serves political mechanisms. This is not a practice in favor of supporting students in any way and may cause more mental health stress for all involved, students and adults. This is a waste of time, money, and mental resources. I have also expressed these concerns to Cantwell and Murray and my house representative.
Birmingham	AL	35226			Hi there! I hope this comment can bring some change in the education system at least for this year of 2021. Students from all levels whether they're from high school or college or graduate school, all are stressed out due to this pandemic. While we're still in this pandemic, the education system loves talks about mental health all the time but does it really matter to them? If mental health really mattered to them, then the standardized test would be waived for 2021. Why it is not waived this year? Testing based on the prior year of education when in 2020 nobody learned anything is ridiculous. The president needs to reconsider his words on standardized testing at least for 2021.
Bremerton	WA	98312			PLEASE don't require districts to bring in their remote students to test. At our most recent DAC network meeting, that was the biggest concern. Transportation, access to adequate Chromebooks, and space within buildings will be extremely difficult to navigate - not to mention the majority of their parents are going to opt them out, requiring us to deal with a large number of test refusal forms. I understand why OSPI wants these students to test, I just think it will be a logistical nightmare for staff. Thank you.
Lynnwood	WA	98037	Vanessa Mark	206-617-7725	Our students' and teachers' valuable time must NOT be spent on lengthy standardized testing like the SBA this year! This test takes much longer than the average day set aside per test, per type for students and much, much longer for teachers and school planning. It is NOT okay to tie this test to graduation. The data is not highly useful to schools or students or families.
Duvall	WA	98019	Julia Vasiliauskas	julie@magnetcpole.com	While I appreciate the goals and purpose of the COVID-19 survey from UW, I don't feel that ANY standardized testing should be forced upon students this spring, regardless of in-person or remote status, age, small group 'sample' or otherwise. ANY testing adds yet ANOTHER psychological burden on students who have already been through so much. Honestly, testing students (and forcing schools/teachers to be the messengers of them) during a pandemic is cruel. If you want to know how students are doing in skills/subjects, ask their teachers. They can tell you exactly who is struggling and where. If you're not going to be using test results to distribute assistance to schools/districts, then the results will likely be used only for negative purposes and obvious ones (negative press, deficit-mindset headlines, etc.).
Seattle	WA	98198	Michael		Hello OSPI, My name is Michael, and I am a student with Connections Academy, an online school in the state of Washington. I am concerned about testing in person as that will bring together groups of students and families who don't normally see each other. This does not seem like the best way for me to test. I have been really scared since I was told there would be state testing this year. I have two medical issues that put me in a higher risk for complications if I get covid. My mom has several medical conditions that increase her risk for severe illness from the virus. One of the medical conditions my mom has is hypoxemia. She has oxygen therapy because her oxygen drops too low. I am scared because she would be the one that takes me to testing. My little brother also has a medical condition that makes him high risk. I understand that testing is important but keeping my family safe is even more important. If kids that attend online school are required to take the test, I would really prefer to take it from home since it is available online. If that is not possible, please allow families to opt out of testing this year. Please consider my request based on the state of the global pandemic. I do not want to feel scared anymore about testing in person. Thank you, Michael Deines
Port Orchard	WA	98367			Remote students should not be brought in to complete the Smarter Balanced Assessment.
Port Orchard	WA	98366			Online or remote students should not be expected to test.
Bremerton	WA	98312			Please excuse all remote students from the testing process!!
Port Orchard	WA	98366			I believe no remote students should be required to test, because they opted to be remote to avoid coming into the building and limit their exposure. This would result in a logistical nightmare of filling out opt out forms or creating testing environments that make parents comfortable bringing kids in to the building.
Seattle	WA	98108		360443-3619	I would hope that remote students would be exempt from testing this year. Many are remote because of health concerns.
Seattle	WA	98144	Amy Sherburn/Olalla Elementary	sherburn@skschools.org	Please allow remote students to not test on the SBA. Bringing in remote students to test creates a logistical nightmare.
Port Orchard	WA	98366			This is absolutely unacceptable to ask schools to do this testing within this school year.
Port Orchard	WA	98366	Richcia Lane	lane@skschools.org	Please DO NOT require online students to come into buildings to test! These families have chosen online for a reason and asking them to come in is not honoring their decision. This will also be a logistical nightmare for buildings and will require staffing that is not in the building!
Bremerton	WA	98310			I do not believe that students that are receiving remote only instruction should NOT be included in the testing. Most of these families have health and safety concerns and will not want to bring their kids into the buildings. Also, we would need to find some one to administer and we would need to find space for them to test. The remote only students should automatically be opted out.
Port Orchard	WA	98367	Jamie Del Palacio	3604401950	Hello. I'm writing to express my concern regarding standard assessments (SBA) and students who have chosen to complete the year in a remote setting. Families who have chosen to keep their students from returning to the building for in-person instruction will likely not be interested in coming into the building for testing. Please consider the logistical complications that will occur should this be required. Thank you.
Port Orchard	WA	98366			We should NOT be testing online students for SBA at this time. The reason most students are online is the parents concern about being back in person. To try to bring those kids back in building only to test will result in many OPT OUT forms. Lots of concerns about how this is being handled. Kids have missed a lot and stressing them out over these tests when we need time with them just to teach is more important.
Kirkland	WA	98034	Rachel Lowinger	rachelblowing@gmail.com	It is outrageous to conduct standardized testing at the state level in the 2020-2021 school year! First, districts across the state are in different phases of returning to school, and some of the largest districts in the state like the Seattle and Lake Washington School districts are not back full-time. Second, students are getting less than 50% of typical instruction time, and it's unnecessary to take that limited time to conduct testing. Finally, this is an off-year across the board. It is completely fine to put an asterisk on this school year, and skip the typical standardized testing since this has been an atypical school year.
Black Diamond	WA	98010			Testing during this time is short sighted, cruel and unusual.
Tempe	AZ	85281	Beth	culpse17@gmail.com	It isn't reasonable to make students take a standardized test after the struggles experienced in the last year. So many students are still behind because of socioeconomic factors beyond their control. They shouldn't suffer through a test for which they are under prepared to sit. Unless the district will pay for extra tutoring, it isn't feasible to have students take standardized exams 7pon coming back to the physical classroom after most of a year.
Federal Way	WA	98003	Corrine Behme	cabehme@comcast.net	Making students lose already limited in-person instruction time to take an assessment that is used only for Federal Accountability is asinine!!!

		Angie M. Matherly	ammatherly@marywalker.org	<p>I am a teacher and a parent of 4 children. I have also raised my nephew for 4 years and taken on another 17 year old this year. I have children in the elementary, middle school, and high school. Teaching all of my students and my children at home has been a challenge. I have been working on campus all year. I have stayed up late hours, past midnight many nights this year after a long day of work and cooking dinner. I had to homeschool the first half of the year because of schedules/ COVID and then transitioned my kids back into the hybrid model which is just as much work for me or more. I try to teach algebra with difficult curriculum because 2 days a week of instruction is not enough on top of Spanish in high school. I also have to teach all subject areas for my other children. Our children are already in survival mode! I have one daughter that just turned 11. I have listened to her cry many times because she is alone with no parents at home and all of the teenagers are busy doing school work and zoom meetings. This pandemic has had a tremendous negative effect on my family as a whole. Both parents work outside of the home and the kids are struggling emotionally, socially, and academically as they try to keep up with the large amount of work to do at home. Our family also went through having COVID and being quarantined for 21 days. This was also a scary, difficult time and both parents were ill. I strongly believe that the state test should not be administered! Even during a regular year of school, kids are very stressed out about testing. My kids have come home in tears because they feel like failures after taking the state tests. When your 4th grade daughter cries for 3 hours straight because of testing, it gives you a new perspective. This was about 5 years ago and I can't get the words out of my head. She said, "The test made me feel stupid." Boy did this hit me hard. Who wants their child to feel this way because of a test? She is a straight A student and the test is not a reflection of who she is or how much progress she has made. I truly believe that parents, teachers, and students gain so much more from a portfolio and seeing evidence of growth. Our children are human and they should not have to go through the traumatic experience and anxiety of taking a test. I have seen the looks and heard the thoughts of all of my students and my own children over the past 20 years of teaching. It makes me so sad. The test is not a valid representation of what has been learned. Many adults would not be able to pass the 3rd grade state test. We are all human and I think that testing should not be another thing that contributes to the high stress levels in a child. I have seen so many foster kids in all of my years of teaching and being a mom. The 3 additional kids I have taken in my own home have had parents in prison because of drugs, abuse, and other traumatic events in their lives. They struggle just to feel a sense of belonging in this world and getting their basic needs met. I have had students that have had their parents murdered, suffer from many different disabilities, and try to survive in the regular classroom. State testing needs to come to a halt. There are other ways to evaluate the progress of children. This is a new generation. All of our children, including students and personal should not have to endure more pain and stress than they already have in life. I hope that we can make a change and see through the eyes and hearts of our children!!</p>
		Todd Heikes, Quincy High School Science Teacher	509-787-3501, THeikes@qsd.wednet.edu	<p>We were forced as a district to cut our curriculum down to the very basics when we started school this year in a remote setting. We then switched to a hybrid schedule that forced us to cut our already trimmed curriculum down again. We are strapped for time to cover our content! Why would you ask us to give up more time so that we can test and show that our kids are behind? Please consider waiting until next year to administer our state test. We will be back to normal next year and will have the time needed to give the state test. Thank you for your time.</p>

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