



Washington Office of Superintendent of
PUBLIC INSTRUCTION

REPORT TO THE LEGISLATURE

Educational Technology Assessment 2025

Authorizing Legislation: RCW 28A.655.075

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EXECUTIVE SUMMARY

The 2024–25 Educational Technology assessment survey collected data on the use of technology-based assessments across Washington school districts. This year’s results reflect continued growth in the use of teacher-developed assessments and technological tools across all grade levels. OSPI-developed assessments remained among the least utilized strategies.

INTRODUCTION

In accordance with RCW 28A.655.075, the Office of Superintendent of Public Instruction (OSPI) continues to support districts in implementing educational technology assessments. Since 2011, OSPI has provided optional classroom-based assessments aligned with Washington’s K–12 Learning Standards. Districts choosing to use these assessments report their usage annually to OSPI, which compiles and reports the data to the legislature.

Data Analysis

A total of 295 districts were surveyed, with a 89% completion rate.

Through this survey we found that the most frequently used assessment strategies across all grade levels were:

- Teacher-developed classroom assessments
- Technological tools for formative assessment
- Student self-reflection activities

Table 1: District Participation by Grade Band

Grade Band	Districts	Percentage
Elementary	204	69%
Middle School (6-8)	201	68%
High School (9-12)	187	64%
Other - Write In (Required)	48	16.3%

Source: OSPI Annual Technology Survey, 6/16/2025.

Table 2: Elementary Strategy Usage

Strategy	Districts	Percentage
Technological tools (e.g., Kahoot, Nearpod, Plickers) for formative assessment	116	57%
OSPI-developed assessments	59	28%

District or school-developed assessments	78	38%
Teacher-developed classroom assessments	126	62%
Commercially-developed assessment tools	64	31%
Other - Write In (Required)	2	2%

Source: OSPI Annual Technology Survey, 6/16/2025.

Table 3: Middle School Strategy Usage

Strategy	Districts	Percentage
Technological tools (e.g., Kahoot, Nearpod, Plickers) for formative assessment	119	60%
OSPI-developed assessments	62	31%
District or school-developed assessments	82	41%
Teacher-developed classroom assessments	130	65%
Commercially-developed assessment tools	67	33%
Other - Write In (Required)	4	2%

Source: OSPI Annual Technology Survey, 6/16/2025.

Table 4: High School Strategy Usage

Strategy	Districts	Percentage
Technological tools (e.g., Kahoot, Nearpod, Plickers) for formative assessment	113	60%
OSPI-developed assessments	56	30%

District or school-developed assessments	77	41%
Teacher-developed classroom assessments	127	68%
Commercially-developed assessment tools	50	27%
Other - Write In (Required)	5	3%

Source: OSPI Annual Technology Survey, 6/16/2025.

CONCLUSION & NEXT STEPS

Washington state continues to lead in integrating educational technology into classroom assessment practices. The consistent use of teacher-developed strategies and digital tools demonstrates a commitment to equitable access and instructional innovation.

Looking forward, OSPI will continue to align its efforts with the National Educational Technology Plan, emphasizing real-time feedback and data-driven instruction. For more information, visit the Educational Technology Assessment webpage.

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