



Washington Office of Superintendent of
PUBLIC INSTRUCTION

REPORT TO THE LEGISLATURE

Educational Technology Assessment 2026

Authorizing Legislation: RCW 28A.655.075

Andra Kelley-Batstone

Assistant Superintendent

Prepared by:

- **Bre Urness-Straight**, Director of Educational Technology
Bre.Urness-Straight@k12.wa.us | 360-725-2293

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EXECUTIVE SUMMARY

The 2025–26 Educational Technology assessment survey received responses from 265 of 295 Washington school districts, an 89% completion rate. Reported use of educational technology assessment practices was strongest at the elementary level, with 186 districts reporting use, followed closely by middle school with 183 districts and high school with 164 districts. Across grade bands, teacher-developed classroom assessments were the most frequently reported strategy, used by 62% of elementary districts, 61% of middle school districts, and 59% of high school districts. Student self-reflection and technological tools for formative assessment were also commonly reported, while OSPI-developed assessments were used by 26% of districts at each grade band.

INTRODUCTION

In accordance with RCW 28A.655.075, the Office of Superintendent of Public Instruction (OSPI) collects and reports district use of educational technology assessments. Since 2011, OSPI has made optional classroom-based assessments available to support implementation of Washington’s K–12 Learning Standards. The survey data summarized in this report reflects district-reported use of assessment strategies across elementary, middle, and high school grade bands, including teacher-developed assessments, student self-reflection, technological tools for formative assessment, and OSPI-developed resources.

Data Analysis

A total of 295 districts were surveyed, with an 89% completion rate with 265 districts responding.

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

- Teacher-developed classroom assessments (61%)
- Student self-reflection activities (44%)
- Technological tools for formative assessment (40%)

Table 1: District Participation by Grade Band

Grade Band	Districts	Percentage
Elementary	186	70%
Middle School (6-8)	183	69%
High School (9-12)	164	62%
Other - Write In (Required)	52	20%

Source: OSPI Annual Technology Survey, 2025-26

Table 2: Elementary Strategy Usage

Strategy	Districts	Percentage
Commercially-developed	62	33%
Teacher-developed	116	62%
District or school-developed	60	32%

OSPI-developed	48	26%
Technological tools for formative assessment	71	38%
Student self-reflection	75	40%
Other - Write In	52	28%

Source: OSPI Annual Technology Survey, 2025-26

Table 3: Middle School Strategy Usage

Strategy	Districts	Percentage
Commercially-developed	58	32%
Teacher-developed	112	61%
District or school-developed	60	33%
OSPI-developed	48	26%
Technological tools for formative assessment	73	40%
Student self-reflection	81	44%
Other - Write In	5	3%

Source: OSPI Annual Technology Survey, 2025-26

Table 4: High School Strategy Usage

Strategy	Districts	Percentage
Commercially-developed	51	31%
Teacher-developed	97	59%
District or school-developed	48	29%
OSPI-developed	43	26%
Technological tools for formative assessment	69	42%

Student self-reflection	76	46%
Other - Write In (Required)	5	3%

Source: OSPI Annual Technology Survey, 2025-26

CONCLUSION & NEXT STEPS

Washington state districts continue to integrate educational technology into classroom assessment practices, with 265 of 295 districts responding to the 2025–26 survey. The data shows broad participation across elementary, middle, and high school grade bands, with teacher-developed classroom assessments consistently reported as the most frequently used strategy. Student self-reflection activities and technological tools for formative assessment also remain common practices, indicating continued district emphasis on real-time feedback, student engagement, and locally responsive instruction.

Looking forward, OSPI will continue to support districts by maintaining optional educational technology assessment resources, monitoring statewide implementation trends, and continuing to align guidance with the National Educational Technology Plan. These efforts will focus on strengthening formative assessment practices, supporting data-driven instruction, and helping districts identify effective approaches that meet local needs. For more information, visit the Educational Technology Assessment webpage.

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Washington Office of Superintendent of
PUBLIC INSTRUCTION

Chris Reykdal | State Superintendent
Office of Superintendent of Public Instruction
Old Capitol Building | P.O. Box 47200
Olympia, WA 98504-7200