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# SUPERINTENDENT OF PUBLIC INSTRUCTION

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March 1, 2018

( ) Action Required  
( X ) Informational

BULLETIN NO. 015-18 ASSESSMENT AND STUDENT INFORMATION/LEARNING AND TEACHING

TO: Educational Service District Superintendents  
Educational Service District Assistant Superintendents  
School District Superintendents  
School District Business Managers  
High School Principals

FROM: Chris Reykdal, Superintendent of Public Instruction

RE: Locally Administered Assessments and Locally Determined Courses

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## PURPOSE/ BACKGROUND

Legislation in 2017 ([ESHB 2224](#), subsection 10, now [RCW 28A.655.061](#)) created an additional alternative for fulfilling assessment graduation requirements: locally administered assessments that are tied to locally determined courses. Districts have the option of adding this alternative to those already in [law](#) to provide more ways for students who have not earned a Certificate of Academic Achievement (CAA) or Certificate of Individual Achievement (CIA) to meet the state's assessment graduation requirements.

The Office of Superintendent of Public Instruction (OSPI) will provide two processes for approval of objective alternative assessments. For school year 2018–19, there will be two options:

- 1) **Successful completion of an English language arts (ELA) or mathematics Bridge to College course.** These high school transition courses, as defined by the legislation, are approved locally determined course/locally administered assessment alternatives effective 2018–19. Bridge to College Mathematics and English Language Arts (ELA) are designed for seniors. For high school graduation purposes, the student must pass and earn credit in the course.

All districts interested in offering either or both Bridge to College courses in 2018–19 need to register through the iGrants system (Form Package 719, available by early March).

Teachers new to the Bridge to College courses are required to attend a two-day teacher summer training (August 6–7 in Wenatchee), and are expected to participate in five days of professional learning throughout the year in regional communities of practice led by experienced course leaders. While the College Spark Washington grant that has supported Bridge to College officially ends in December 2018, limited grant funds will be available on a first-come, first-serve basis to assist districts with funding to support new teachers for summer training, school-year regional professional learning, and supplies. Participating districts will need to register and support returning teachers to continue their professional learning related to the courses. For more information, see the recent webinar and FAQ on the OSPI Bridge to College webpage: [www.k12.wa.us/CurriculumInstruct/BridgetoCollege/](http://www.k12.wa.us/CurriculumInstruct/BridgetoCollege/).

- 2) **Collections of Evidence—Local (COE-Local).** Many schools have developed courses to support students to work on their Collections of Evidence (COE) in ELA and mathematics. Although the state-level COE alternative was discontinued with the passage of ESHB 2224, the COE-Local alternative is intended to leverage the courses already developed in districts, as well as the materials (COE tasks) that were used across the state.

COE-Local courses will need to be credit-bearing classes aligned with state standards and taught during the regular school day by certificated teachers. Any additional criteria for the courses will be provided by May 1. OSPI will offer technical assistance by:

- Sharing effective practices districts have used to engage students in COE tasks (May 1)
- Providing information on scoring resources and requirements (June 1)
- Providing access to the COE task bank (June 1)

Districts will need to submit course and scoring assurances for OSPI’s approval; OSPI will begin reviewing submissions in July.

### **LOOKING AHEAD TO 2019–20**

**Locally Administered Assessments Process.** In fall 2018, OSPI will begin working with educators on the development of submission criteria for district-developed courses with aligned, locally administered assessments for the 2019–20 school year. The criteria and submission process will be available by January 2019.

### **Third Year Mathematics and English Language Arts Courses with Embedded Assessments.**

OSPI is convening advisory committees to develop guidance and resources for locally developed

mathematics and English language arts courses to support students who are not "on track" for meeting the graduation assessment requirement by the end of 10th grade.

- The focus of the math course is to support building a stronger math foundation and positive math mindsets to open doors to multiple pathways and options for students in their senior year and beyond.
- The focus of the ELA course is to support building a stronger ELA foundation through engaging literary and informational texts, reading and writing rhetorically, and forming arguments.

Both courses will embed formative and summative assessments in the way that Bridge to College does, with the intention that OSPI will ultimately approve the integrated course and assessment process.

#### **INFORMATION AND ASSISTANCE**

For questions regarding this bulletin, please contact Deb Came, Assistant Superintendent for Assessment and Student Information, at 360-725-6336 or email [deb.came@k12.wa.us](mailto:deb.came@k12.wa.us), or Kathe Taylor, Assistant Superintendent for Learning and Teaching, at 360-725-6417 or email [kathe.taylor@k12.wa.us](mailto:kathe.taylor@k12.wa.us). The OSPI TTY number is 360-664-3631.

This bulletin is also available on the [Bulletins](http://www.k12.wa.us/BulletinsMemos/bulletins2018) page of the OSPI website at [www.k12.wa.us/BulletinsMemos/bulletins2018](http://www.k12.wa.us/BulletinsMemos/bulletins2018).

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