



Office of Superintendent of Public Instruction
Chris Reykdal, State Superintendent

*All students prepared
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REPORT TO THE LEGISLATURE

UPDATE: Assessment Inventory

2018

Authorizing legislation: [ESSB 6032 \[2018\] Sec. 513 \(23\)](#)

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Executive Summary

The 2018 Operating Budget directed the Office of Superintendent of Public Instruction (OSPI) to collect data from school districts about time spent taking assessments—both state and district-required. For the 2017–18 school year, OSPI collected data from 91 percent of districts (269 out of 295), up from 88 percent (259) the previous year.

The average testing time for state summative tests ranged from 11 hours in 5th grade to seven hours and 40 minutes in 10th grade (Table 1). These testing times include passing out materials and technical help. Examples of state summative tests are:

- Smarter Balanced Assessments in math and English language arts
- Washington Comprehensive Assessment of Science

Districts also give state-required tests in other subjects, such as social studies and physical education. Around three quarters of districts give health, arts, and physical education tests in elementary school. Each test typically takes one to two hours to complete.

Some districts also require a variety of tests throughout the year, using commercially available tools such as the Measures of Academic Progress (MAP), AIMSweb, and i-Ready. The exact tests, content areas, and purposes of these tests varies across districts. The total time per grade level spent on this type of testing is six hours per school year in most districts.

Background

In 2016, the Supplemental Operating Budget required the Office of Superintendent of Public Instruction (OSPI) to gather information and report to the Legislature the amount of time students spend taking state and district assessments. To gather this information, OSPI used an online survey tool. In 2017, the 2017–19 Operating Budget made this data collection and reporting an ongoing requirement. In 2018, the Supplemental Operating Budget changed the reporting requirement to even-numbered calendar years, while still requiring districts to submit data on an annual basis. Districts report the average testing times for each assessment in their district by grade bands. The total time spent on testing (for the purpose of reporting) includes settling or moving students to the testing location, handing out materials, reading directions, logging in to the test if it is delivered online, taking the test, and returning materials.

The survey questions were divided into several categories: Federal accountability tests, online test opportunities, state-required tests, and specific district-mandated tests. For the 2018 data collection, districts were provided their survey answers from 2016 and 2017 as a reminder of previous responses and were asked to complete a new online survey. In 2018, 269 districts responded to the survey.

Update Status

There are no significant changes in the data for Smarter Balanced tests from previous years. The Washington Comprehensive Assessment of Science (WCAS) was given to students for the first time in 2018, but the times were not significantly different than what was reported for the previous science tests. The layout of the new survey does allow reviewers to see more clearly how the time spent testing varies across the school districts. Districts were instructed to round their average time spent on each test to the nearest time category (in either 30 minute or 1 hour increments, depending on the test). The survey results are displayed in Tables 2–14 as the percent of districts who chose that particular time category. The results show there is great variation across the time categories.

2018 Testing Inventory Summary

Federal Accountability Tests

The state summative tests used for federal accountability include:

- Smarter Balanced English Language Arts (ELA) and Math for grades 3–8 and 10
- Washington Comprehensive Assessment of Science (WCAS) for grades 5, 8, and 11

Table 1: Summary of Average Testing Times (in hours)

Test	Grade Level							
	3	4	5	6	7	8	10	11
ELA	4.35	4.35	4.35	4.26	4.26	4.26	4.07	--
Math	3.82	3.82	3.82	3.73	3.73	3.73	3.60	--
Science	--	--	2.80	--	--	2.66	--	2.50

Districts were instructed to report the average time students spent testing, beginning with moving to the testing location, including all instructions and login processes, and all wrap-up procedures, rounding to the nearest time category. The Smarter Balanced Assessment includes two parts: Computer Adaptive Test (CAT) and the Performance Task (PT). When calculating the information for Smarter Balanced, districts were told to combine the times for both parts of the assessment.

Tables 2, 3, and 4 contain the percentage of districts who reported the given average time for students to take each test.

Table 2: Elementary School Federal Accountability

Test	Less than 1 hour	1 hour	2 hours	3 hours	4 hours	5 hours	6 or more hours
Smarter ELA (3, 4, 5)	0.0%	1.1%	10.9%	16.9%	22.8%	19.5%	28.9%
Smarter Math (3, 4, 5)	0.0%	1.5%	14.7%	30.8%	21.8%	16.2%	15.0%
WCAS (5)	0.4%	7.7%	37.9%	31.8%	13.0%	6.1%	3.1%

Table 3: Middle School Federal Accountability

Test	Less than 1 hour	1 hour	2 hours	3 hours	4 hours	5 hours	6 or more hours
Smarter ELA (6, 7, 8)	0.0%	0.8%	12.0%	17.1%	26.4%	18.2%	25.6%
Smarter Math (6, 7, 8)	0.0%	1.6%	14.8%	29.2%	27.6%	17.1%	9.7%
WCAS (8)	0.4%	4.4%	46.6%	32.5%	11.6%	2.0%	2.4%

Table 4: High School Federal Accountability

Test	Less than 1 hour	1 hour	2 hours	3 hours	4 hours	5 hours	6 or more hours
Smarter ELA (10)	0.9%	0.9%	11.4%	24.5%	27.9%	9.2%	25.3%
Smarter Math (10)	0.9%	1.7%	15.7%	34.3%	26.5%	8.3%	12.6%
WCAS (11)	2.2%	7.1%	47.8%	29.6%	7.1%	3.1%	3.1%

Other Online Test Opportunities

The other online assessment opportunities provided by OSPI include:

- Training tests for ELA, math, and the WCAS
- Smarter Balanced practice tests in ELA and math
- Smarter Balanced Interim Comprehensive Assessments (ICA) in ELA and math
- Smarter Balanced Interim Assessment Blocks (IAB) in ELA and math

Training tests are available for ELA, math, and the WCAS. They have a small number of items and are designed to help students become familiar with the software and navigational tools used on the online tests. The ELA and math practice tests allow students to experience a full-length grade-level test. The Smarter Balanced interim assessments help teachers monitor student progress throughout the year and can help them improve instruction. More information is available about these online practice opportunities in Appendix A.

Districts were instructed to report the average time students spent on these tests over the entire school year, rounding to the nearest time category. If the district did not require the specific assessment, they were instructed to check the "N/A" box for that assessment.

Tables 5, 6, and 7 contain the percentage of districts who reported the given average time for students to take each test.

Table 5: Elementary School Other Online Test Opportunities

Test	N/A	30 minutes or less	1 hour	1.5 hours	2 hours	2.5 hours	3 hours or more
Training ELA	26.5%	29.6%	26.5%	8.5%	8.8%		

Test	N/A	30 minutes or less	1 hour	1.5 hours	2 hours	2.5 hours	3 hours or more
Training Math	26.3%	30.5%	27.4%	7.3%	8.5%		
Training WCAS	30.6%	28.2%	29.4%	5.9%	5.9%		
Practice ELA CAT	25.6%	17.7%	25.6%	10.2%	9.4%	2.3%	9.4%
Practice ELA Performance Task	28.3%	18.1%	23.8%	8.3%	10.2%	3.0%	8.3%
Practice Math CAT	25.7%	18.1%	26.8%	8.7%	10.2%	2.3%	8.3%
Practice Math Performance Task	27.8%	18.6%	27.0%	7.6%	9.1%	3.4%	6.5%
ELA Interim Comprehensive (ICA)	66.2%	1.9%	8.5%	4.2%	9.2%	1.2%	8.8%
Math Interim Comprehensive (ICA)	66.0%	1.9%	8.9%	4.2%	8.5%	1.5%	8.9%
ELA Interim Blocks (IAB)	42.9%	2.3%	12.6%	10.3%	11.9%	2.3%	17.6%
Math Interim Blocks (IAB)	42.3%	2.3%	13.1%	10.4%	12.3%	2.3%	17.3%

Table 6: Middle School Other Online Test Opportunities

Test	N/A	30 minutes or less	1 hour	1.5 hours	2 hours	2.5 hours	3 hours or more
Training ELA	35.0%	33.1%	19.6%	6.9%	5.4%		
Training Math	35.0%	32.7%	20.8%	6.2%	5.4%		
Training WCAS	33.6%	31.7%	22.8%	6.9%	5.0%		
Practice ELA CAT	34.1%	21.6%	23.9%	7.2%	5.7%	1.9%	5.7%
Practice ELA Performance Task	37.5%	21.8%	21.1%	6.5%	6.9%	1.5%	4.6%
Practice Math CAT	33.1%	22.8%	25.5%	5.7%	5.7%	1.5%	5.7%
Practice Math Performance Task	35.9%	23.7%	22.9%	6.1%	5.7%	1.5%	4.2%
ELA Interim Comprehensive (ICA)	65.9%	3.2%	9.9%	4.0%	6.7%	2.0%	8.3%
Math Interim Comprehensive (ICA)	63.8%	5.1%	9.8%	3.9%	8.3%	2.0%	7.1%
ELA Interim Blocks (IAB)	44.4%	3.4%	12.3%	8.8%	11.9%	1.9%	17.2%

Test	N/A	30 minutes or less	1 hour	1.5 hours	2 hours	2.5 hours	3 hours or more
Math Interim Blocks (IAB)	43.5%	5.4%	13.5%	7.7%	12.3%	1.5%	16.2%

Table 7: High School Other Online Test Opportunities

Test	NA	30 minutes or less	1 hour	1.5 hours	2 hours	2.5 hours	3 hours or more
Training ELA	47.5%	27.8%	16.1%	3.5%	5.1%		
Training Math	48.8%	28.0%	14.2%	3.5%	5.5%		
Training WCAS	47.5%	27.8%	15.7%	3.9%	5.1%		
Practice ELA CAT	47.9%	18.7%	17.5%	5.4%	4.7%	0.8%	5.1%
Practice ELA Performance Task	51.0%	18.7%	16.0%	4.7%	5.4%	0.8%	3.5%
Practice Math CAT	47.9%	19.5%	15.2%	6.6%	5.1%	1.2%	4.7%
Practice Math Performance Task	51.0%	19.8%	15.6%	4.7%	4.3%	0.8%	3.9%
ELA Interim Comprehensive (ICA)	71.0%	4.4%	7.5%	3.2%	6.3%	0.8%	6.7%
Math Interim Comprehensive (ICA)	73.9%	4.3%	6.7%	4.0%	5.1%	0.8%	5.1%
ELA Interim Blocks (IAB)	58.8%	3.9%	12.5%	3.9%	9.0%	2.4%	9.4%
Math Interim Blocks (IAB)	59.2%	4.7%	13.7%	3.5%	7.8%	2.4%	8.6%

State-Required Tests

The state-required tests include:

- A 2nd-grade reading assessment used to comply with Revised Code of Washington (RCW) 28A.300.320
- Assessments used in social studies, the arts, health, and physical education in accordance with RCW 28A.230.095
- Assessments used for educational technology in accordance with RCW 28A.655.075

Previous survey results about the 2nd-grade reading assessment were mixed due to some districts reporting the total time per year, while others reported time per test instance. For

2018, the question was broken into the three possible test windows listed in Table 8. Districts were instructed to report the average time to test for each window.

Table 8: 2nd-Grade Reading

Test windows	Do not test	20 minutes or less	30 minutes	40 minutes or more
Fall	10.3%	20.3%	30.7%	38.7%
Mid-Year	12.0%	20.8%	30.1%	37.1%
Spring	9.3%	21.7%	31.8%	37.2%

For the OSPI-developed assessments listed in Tables 9, 10, and 11 (formerly called Classroom Based Assessments), districts were instructed to report the average time students spent on these tests over the entire school year, rounding to the nearest time category. If the district did not require the specific assessment, they were instructed to check the “N/A” box for that assessment.

Table 9: Elementary School State Required

Subject	N/A	Less than 1 hour	1 hour	2 hours	3 hours	4 hours	5 or more hours
Social Studies	15.4%	9.3%	20.5%	20.1%	10.4%	9.7%	14.7%
The Arts	24.9%	14.4%	29.2%	17.9%	5.1%	2.3%	6.2%
Health	27.1%	15.1%	30.6%	17.8%	5.8%	0.8%	2.7%
Physical Education	19.0%	17.4%	31.8%	20.9%	5.4%	0.8%	4.7%
Educational Technology	50.8%	13.0%	16.9%	9.4%	3.9%	0.8%	5.1%

Table 10: Middle School State Required

Subject	N/A	Less than 1 hour	1 hour	2 hours	3 hours	4 hours	5 or more hours
Social Studies	13.8%	5.7%	18.8%	21.5%	9.6%	9.6%	21.1%
The Arts	22.9%	7.6%	25.2%	22.1%	8.0%	3.1%	11.1%
Health	24.0%	9.2%	33.6%	21.4%	5.3%	2.7%	3.8%
Physical Education	18.0%	7.7%	33.7%	25.3%	5.0%	3.1%	7.3%

Subject	N/A	Less than 1 hour	1 hour	2 hours	3 hours	4 hours	5 or more hours
Educational Technology	50.2%	8.6%	19.1%	10.9%	3.1%	1.2%	7.0%

Table 11: High School State Required

Subject	N/A	Less than 1 hour	1 hour	2 hours	3 hours	4 hours	5 or more hours
Social Studies	19.1%	5.9%	18.0%	19.9%	12.1%	6.3%	18.8%
The Arts	24.6%	6.6%	25.4%	18.0%	9.0%	3.9%	12.5%
Health	22.7%	10.2%	33.2%	18.0%	8.2%	2.3%	5.5%
Physical Education	24.4%	8.7%	28.3%	20.9%	7.5%	1.6%	8.7%
Educational Technology	54.0%	8.0%	17.6%	7.2%	4.8%	1.2%	7.2%

Specific District-Required Tests

The specific district-required tests were listed as, “other required interim, benchmark, or summative standardized assessments” in the budget in 2016. The Legislature added a specific request for “the measures of academic progress assessment, if required” in 2017. For the 2018 survey, we listed the top eight to twelve tests that had been submitted in the previous years and asked districts to indicate which tests they used. Then we asked districts to report how much total time over the entire school year students spent on these district-required tests. Districts reported this by grade level, rounded to the nearest time category as shown in Tables 12, 13, and 14.

Table 12: Elementary School District Required

Grade	Less than 1 hour	2 hours	3 hours	4 hours	5 hours	6 or more hours
Grade 2	5.3%	12.6%	22.5%	14.1%	8.8%	36.6%
Grade 3	4.2%	11.5%	18.4%	15.3%	8.0%	42.5%
Grade 4	4.2%	10.8%	17.4%	15.8%	9.7%	42.1%
Grade 5	4.3%	11.2%	17.8%	14.3%	9.3%	44.0%

Table 13: Middle School District Required

Grade	Less than 1 hour	2 hours	3 hours	4 hours	5 hours	6 or more hours
Grade 6	5.5%	14.1%	14.1%	18.0%	6.3%	42.2%
Grade 7	5.6%	13.7%	14.5%	18.1%	6.8%	41.4%
Grade 8	6.1%	12.6%	14.6%	18.3%	6.9%	41.5%

Table 14: High School District Required

Grade	Less than 1 hour	2 hours	3 hours	4 hours	5 hours	6 or more hours
Grade 9	24.2%	15.3%	14.0%	15.3%	5.6%	25.6%
Grade 10	17.5%	13.8%	15.7%	18.0%	6.9%	28.1%
Grade 11	17.4%	13.2%	18.7%	15.5%	6.8%	28.3%
Grade 12	23.1%	14.9%	15.9%	15.4%	7.7%	23.1%

Conclusion and Next Steps

The accountability tests typically take 4 hours in English language arts and math, and 2.5 hours in science. The time students spend on other tests varies across districts and grade levels. The Office of Superintendent of Public Instruction does not expect these times to change significantly from year to year.

APPENDICES

Appendix A: Types of Online Practice

There are three main ways schools can have students practice using the online test system before testing: training tests, practice tests, and interim assessments. They can provide students with a preview of test questions aligned to academic standards and can help students prepare.

The online training tests are available for English language arts (ELA), math, and science. They have a small number of items and are designed to provide students and educators with an opportunity to quickly familiarize themselves with the software and navigational tools used on the online tests. Guidance from the Office of Superintendent of Public Instruction (OSPI) about the use of the training tests is given to districts using the Test Administration Manual for online tests, which states:

Teachers are encouraged to conduct a group walk-through of the training, practice, or sample tests. This will promote familiarity with the item types, testing format, and basic test rules such as pause, mark for review, leaving and ending a test or segment. It allows for free and open communication on the testing process and/or content, allowing teachers to describe the limitations to the support they will be able to provide during summative testing.

The group walk-through method could take up to an hour, depending on how the teacher conducts the session. Even with this strong recommendation from OSPI, some districts may choose to use the Smarter Balanced practice or interim assessments in place of the training tests for ELA and math.

The Smarter Balanced practice tests allow educators and students to experience a full grade-level test and gain insight into the Smarter Balanced assessments. The practice tests mirror the summative assessments but are not scored. Each grade-level test includes a variety of item response types and difficulty levels—approximately 30 items each in ELA and math—as well as an ELA and math performance task at each grade level (3–8 and high school). The practice test also includes a full set of embedded universal tools, designated supports, and accommodations available for the summative assessment. Districts are encouraged to also provide students with any non-embedded universal tools, designated supports, or accommodations they will be allowed on the summative assessments when they do the practice tests. This full-length practice test allows for more focus on the content of the items and take more time than the training tests.

There are two types of Smarter Balanced interim assessments: the full-length Interim Comprehensive Assessments (ICAs) which include a performance task, and shorter Interim Assessment Blocks (IABs) which include smaller numbers of items focused on related concepts. There are multiple IABs for each grade level. Both types of interim assessments are designed to help educators monitor students' academic progress and understanding. They also allow educators and students to experience the testing software, navigational tools, and the embedded universal tools, designated supports, and accommodations available on the training and practice tests. Student responses on the interim assessments can be scored and the data reported in the online reporting systems. This can provide educators with information to improve their instruction. Some districts choose to use the interim assessments in place of the practice or training tests.



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