

Why The **WASL*** is so Awful!

*Washington Assessment of Student Learning



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This booklet addresses significant problems with the WASL (Washington Assessment of Student Learning), with each issue explaining just one of its multiple fatal flaws. It reveals why parents boycott the assessment and why teachers have asked the legislature to suspend it. This synopsis is based on research and review of expert's opinions of the WASL by Shirley Basarab, independent researcher.

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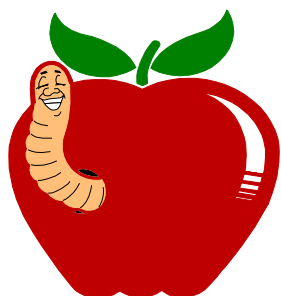
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with updated revisions.

Abbreviations used:

A+ - Academic Achievement and Accountability Commission
EALRs - Essential Academic Learning Requirements
OSPI - Office of the Superintendent of Public Instruction
WASL - Washington Assessment of Student Learning



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#1

The WASL does not measure basic academic skills.

In 1977 Judge Doran required the Legislature to define **and fund** “basic education.” The Legislature defined it as the academics of “*reading/language arts; ... [other] languages; mathematics; social studies; science; music; art; health and physical education*” (Carnegie Units or class offerings). They required young students to spend up to 95% of their class time on those subjects. ^{1-A}

In 1995 the legislature redefined *basic skills* as a huge list of fuzzy *Essential Academic Learning Requirements* (EALRs). The *Washington Assessment of Student Learning* (WASL) was developed to see how well students had learned the EARLs, not how much basic academics they knew.

Rather than focus on basic skills, questions were spread so thinly that few basic academics are evaluated. ^{1-B} Academics are now dumbed down, while “*explaining your thinking*” and other “*higher order thinking*” are called “*high standards*.” In reality, they are low standards, lacking fact-based learning.

Math minimizes computation; writing uses a “*focused holistic*” scoring defined as a “general impression”; ^{1-C} and reading gives greater credit for implied inference than true comprehension. ^{6-B}

#2



Experts agree: the WASL has multiple fatal flaws.

Dr. Douglas Carnine:^{2-C}

Dr. Carnine explained that for math, less than ½ of 1% (.004) of the math *essential learnings* (EARLs) focus on solving math problems (“*computes*”).

Dr. Robert Rayborn:^{2-B}

- ✓ “*The [score] variance ... is .54 which suggests that **more than half** of the WASL math variance is explained by two variables, IQ and reading....*”
- ✓ “*...basic operations [number computation] represent, in an absolute sense, no more than 15% of the test content....*”
- ✓ “*...it is clear from the content analysis ... that it represents a reformist view ... with a ... de-emphasis of basic skills....*”

Professor Donald C. Orlich:^{2-A}

- ✓ “*THE WASL is unsuccessful as a criterion referenced test of student knowledge.*”
- ✓ “*It will do little good to make 9- and 10-year-olds work harder if their cognitive development has not reached the level that allows them to engage in formal thinking.*”
- ✓ “*This [WASL] is an outrageous assault on the children, their teachers and their parents.*”

#3

The WASL sets more than half of our children up for failure.



Since three of every five children fail at least one of the required WASL subjects of reading, writing, and mathematics, it chokes blossoming academic aspirations.

Percentage Passing All		
4th Grade	7th Grade	10th Grade
45.1%	41.1%	42.3%



The WASL is to be *high stakes*, meaning there are significant consequences for failure.^{3-A}

For students, it is needed in order to earn a Certificate of Academic Achievement, a requirement to graduate in 2008.

For teachers, their students’ results are to measure “accountability.” In schools it is to force compliance, even though it is neither valid nor reliable and it inhibits true learning.^{3-B, 3-C}

The *Spokesman-Review* published:

“*According to Spokane fourth-grader Alan Guthrie, the state's new assessment test is a ferocious monster with sharp fangs and claws like daggers.*

“*My WASL is a huge monster that eats children and gets stronger from their fear,’ Guthrie wrote beneath a picture he drew of the brown, furry beast.*”^{3-D}

#4

The WASL is rejected by teachers, and boycotted by parents.^{4-A}



Teachers asked for the WASL to be suspended; parents have boycotted it. A Seattle Education Association resolution^{3-B} states:

- ✓ “...only one low-paid, temporary scorer skims each assessment, spending approximately 2½ minutes per writing essay and 20 seconds per math essay....”^{4-B}
- ✓ “...the demand for formal logic in the 4th grade WASL ... is hostile to children....”
- ✓ “...the guidelines and answers the scorers are using may be inaccurate....”
- ✓ “...teaching to a very narrow assessment, instead of [a] subject, corrupts education....”
- ✓ “...the entire year leading up to the WASL [can be] spent on preparation, to the exclusion of other valuable learning....”
- ✓ The WASL changes every year, which “...invalidates comparisons, yet scores are compared as if they are equivalent....”

Until recently and contrary to state law, “No one, including the classroom teacher, [was] allowed to see or use the corrected assessment.”^{4-C} In 2005 OSPI admitted violating the federal Family Education Rights and Privacy Act (FERPA) by denying parents the right to see their child’s scored WASL. Now parents may see their child’s WASL if they follow a complicated bureaucratic procedure.

The reformists’ agenda diminishes the parents as their child’s decision-maker. They must work “collaboratively” with “multiple individuals” in their children’s educational choices.^{1-C}

#5

WASL questions are invasive and violate privacy rights.



Two early 1990s internal state reports revealed that high school graduates, first in Bellevue, Central Valley, Federal Way, Snohomish, and Tacoma began being tracked using social security numbers.^{5-A}

Completed WASLs, which include psychometric (psychological) components, are scanned into computers. The company doing this, NCS, also sells psychological evaluations and data to employers. NCS will soon have students’ data “...transmitted immediately to NCS’ central computer....” via “wireless **data collection**” from the schools’ computers.^{5-C} NCS also sells data to employers for potential employees’ “overall suitability for hire.”

OSPI is asking for money to expand databases. While it admittedly will include students’ “weaknesses or strengths,”^{5-B} many parents rightly fear that their children are being psychologically profiled.

If a child’s response “...suggests they [the students] could harm themselves or others,” an alert is sent to the state for tracking, yet this information from the WASL has **not** been available to parents.^{5-D}

#6

The WASL illegally experiments on children, and changes each year.



Some WASL questions lack enough information for a “*correct*” answer. Thus, the Education Department (OSPI) and handpicked teachers first read students’ answers before determining what is “*correct*.” Then, they scavenge the students’ responses to decide that year’s scoring rules, called *rubrics*.^{6-A}

Scores are monitored for *frequency of distribution* (number of students at each score level) to insure against too many scores considered too high or too low. If they are, the scoring rules are changed to insure a predetermined percentage of students pass or fail.

Moreover, more than half of the questions are different each year, the questions are not normed for age appropriateness, and different students have different amounts of time to take the assessment.^{1-C} Regardless, OSPI lists results year-to-year as though they were comparable, and calls them *standardized*, clearly adulterating the meaning of that word.

This grand political experiment was piloted as the 1987 *Schools for the 21st Century* pro-gram.^{6-B} Although student test scores at those schools plummeted below state averages,^{6-C} in 1993 this perilous experimenting^{6-D} on our children was injected into all public and many private schools.^{6-E}

#7

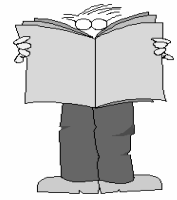
“Correct” answers are determined AFTER the students’ answers are read.^{7-A}



- ✓ When two scorers evaluate any student’s *extended response* (essay), at least 25% have differing scores. Thus, for every four students, at least one receives a different score for the same answer, when scored twice.^{1-C} This variance is the difference between passing and failing for many students.
- ✓ Scoring is subjective, not objective as required by law.^{7-B} This means results are determined by scorers’ feelings, not childrens’ learning nor their teachers’ teaching.
- ✓ A strong link exists between WASL scores and “*socio-economic status*.”^{7-C}
- ✓ Scorers are temporary workers who do not even need a teaching certificate.
- ✓ To “*qualify*,” scorers train for “*up to two days*” and pass a test with “*65-percent*” accuracy.^{7-A}
- ✓ Scorer decisions determine students’ success or failure, teachers’ “*accountability*,” schools’ *success* or *failure to meet standards*, and drive the proposed *intervention* (state takeover).^{3-C}

#8

The WASL is invalid, unreliable, prone to error.



Invalid: Validity means it measures what it is supposed to measure. The WASL clearly does not measure knowledge and comprehension of basic academic knowledge.^{2-B}

Unreliable: Reliability is the consistency of results. The WASL is not consistent. For example, a Renton school shifted from 11% to 81% passing in just two years.^{8-A} In 1998, scores fell statewide when the writing prompt changed from an opinion piece to a business letter.^{8-B}

Prone to error: Writing WASLs had to be rescored after the state discovered all students scored 100% for writing *mechanics* (punctuation). It was admitted that the scoring rules were inconsistent with previous years, and that no one checked for “*reasonableness*.”^{8-B}

Children from Spokane to Federal Way have reported receiving scores belonging to other students, and students getting a score when they did not take the test.

Regardless, OSPI signed another 5-year, multi-million dollar contract with Riverside Publishing.^{8-B} (After this was exposed, OSPI awarded the contract to NCS Pearson, the data collection company.)

#9

The problem is the WASL, not the teaching.

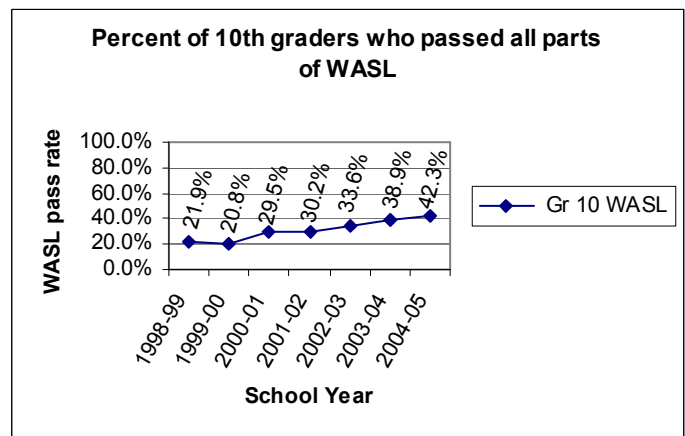
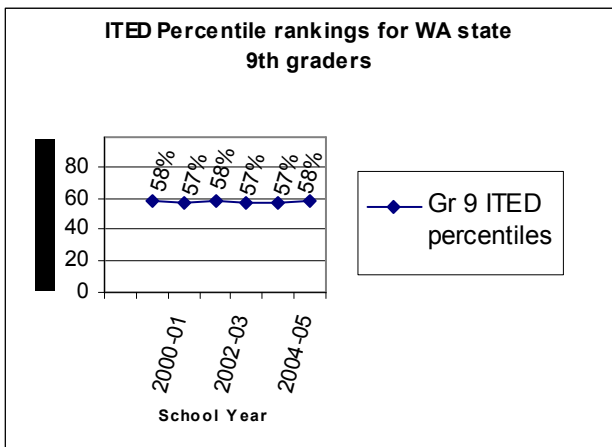


With slick advertising campaigns supporting “*challenging tests*,” it’s easy to conclude teachers aren’t properly teaching our children, and the WASL is valid.

Nothing could be farther from the truth. Teachers are being held “*accountable*” to an **unaccountable** exam. Nationally normed and standardized tests show Washington students consistently score above national averages, as seen in the following chart which compares the academic Iowa Test of Educational Development (ITED) with the WASL.^{19, 9-A}

The standardized and normed ITED shows our childrens’ academic scores above average nationally, between 57th and 58th-percentile, while the inconsistent WASL **passing** scores fluctuated from 20.8% to 42.3%, clearly indicating the WASL is an unreliable indicator of students’ ability. (At OSPI’s request, the legislature no longer funds the ITED for future comparisons.^{9-B})

The Charts below show 9th graders’ ITED and THEIR following year’s WASL score; the results are from the same student population. The objective ITED shows little change in learning while the subjective WASL shows increased learning with fewer students passing, making a disparity between the two measurements, raising the questions: What is the WASL testing? Are the scores being manipulated?

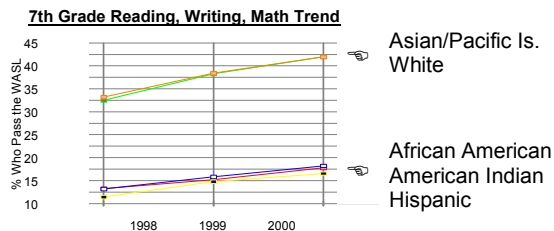


#10

The WASL discriminates against minority children, gender and ability level.



The WASL reading, writing and math scores show severe racial bias against African American, American Indian and Hispanic children, as the following chart reveals.^{10-A, 10-B, 7-A}



More important is that this prejudice shows an ever-expanding disparity, putting them farther and farther behind each year. (Current data is no longer available on OSPI's web site.)

The WASL also discriminates against 7th and 10th grade boys, whose passing rate for reading, math and writing fall a full 10% behind girls.

Special education children are not spared. While about 20% of the 7th grade "gifted" children fail, more than 97% of the "special ed" students do, which results in "tracking" them. It's like *accountability* being determined by a race that counts how many cross a finish line, but each student gets a different starting point. Some start miles away while others stroll but a block or two.^{10-C}

#11



The WASL ignores multiple laws, yet is to be required for children to graduate in 2008.

The WASL raises multiple legal issues.

- ✓ **Data Collection** - Students' responses with personal psychometric components are scanned into computers, violating their constitutional right to privacy of their "papers".^{6-D}
- ✓ **Experimenting on Human Subjects** - Federal law prohibits experimental questioning of children without complete disclosure of risks and written parental permission.^{11-A, 11-B, 11-C}
- ✓ **State Control** - The state constitution expressly prohibits the legislature from "*Providing for the management of public schools.*"^{11-D}
- ✓ **Open Public Information** - State and federal statutes require open disclosure,^{11-A} and the WASL results are required to be used for "*instructional decisions.*"^{4-D} Regardless, it is kept secret. No one has revealed all that it measures, then stored in databanks, but experts agree it is not merely basic academics.
2-A, 2-B, 2-C
- ✓ **Civil Rights** - The WASL is severely biased. It is prejudicial against African American, Hispanic and American Indian children.^{10-A, 10-B, 7-A}

#12

The WASL standards have no standard.



The pass/fail “standards” were determined by appointed Standard Setting Committees. They were directed to review a few hand-selected, scored student responses with various levels of quality from previous WASLs.¹² To decide on pass/fail cut-off scores, each member placed a Post-it[®] by the response where he or she felt it should be for that grade level. Then in facilitated groups they discussed and compromised, concluding with a “cut-point” score (pass/fail) for each grade level. Thus, pass/fail was based on a few students’ responses. Ignored were age appropriateness^{2-A} and young students’ limited life experiences.

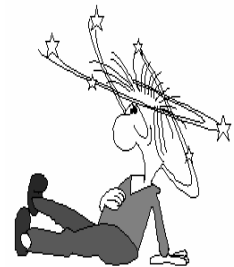
The *cut-point* for writing was determined by reviewing the hand-picked answers of only 17 children statewide. Of them, eight were considered passing, while nine “*failed to meet the standard.*” When that arbitrary decision was applied to the state’s students, two out of every three students failed.

The failure rate set the stage for teaching-to-the-test, a demoralizing *process* of busy-work, circumventing the learning of information so it can be applied to any situation.

This pseudo-test also convinces thousands of our children believe they are failures, even though many of them score above national averages on a true standardized and normed test.

#13

The WASL is deceptively misrepresented to the public.



The WASL is sold by obfuscation. Educational jargon and charged phrases are used to further the reformists’ agenda and mislead the public. Examples include: *high and rigorous standards, excellence, higher order thinking, process strands, score point exemplars* and *rubrics*, all holding hidden meanings.

Proponents claim it “*raises the bar.*” In reality it lowers academic standards by mixing developmentally inappropriate questions with simplistic academic ones. It converts teaching from knowledge and comprehension of basic academics to process-learning of so-called “*higher order thinking*” and “*demonstrations of what the student can do.*”¹³

OSPI deceptively reports: “...*the percent of times that two scorers assigned the same score... [or] adjacent scores, ranged from 99 to 100 percent.*”¹³ In truth, for a four point question, an “adjacent” score can be the difference between passing and failing, since it is a huge 25% difference.

As stated, a difference from two scorers occurs once for every four students. Furthermore, scorer *consistency* for some questions is as low as 66%.⁹

#14

The Essential Academic Learning Requirements (EALRs) are neither essential nor academic, but they are required.



The WASL does not evaluate what most parents understand to be reading, writing and math basics! The WASL was designed to assess the “*Essential Academic Learning Requirements*” (EALRs), which reduced education to a huge list of “*strands*,” described as what Johnny should be “*able to do*,” not knowledge-based learning.^{14-A}

Because all EALR “*strands*” must be assessed, few questions can focus on each. In so doing, nothing is truly evaluated in depth.

Math is changed from number computation and story problems to evaluating the students’ ability to “*reason logically, communicate understanding, and make connections*.”^{7-C} In fact students can earn the same WASL score for a wrong answer as a right answer, if he/she has an explanation of the process used.^{14-B}

Reading WASLs give equal credit for *analyzes & interprets*, and *thinks critically* strands as for *comprehension* (understanding).^{1-C} Writing WASL scores are primarily determined by the scorer’s *general impression*, with only two of six points for “*conventions*” (punctuation, grammar and spelling).^{7-A} Students earning, say, four points have no way of knowing what they need to work on to improve their scores.



#15

The WASL wastes time and money needed in classrooms, and forces teachers to teach-to-the-test.

The true fiscal impact of the WASL is not revealed, but is substantial. Costs include new curriculum, re-education of teachers, “*mentors*” to monitor the teachers, new teacher certification requirements, continuing education for “*failing*” students, and a new bureaucracy, all constant drains on future funding.

OSPI admits reform has already cost multi-millions of taxpayers’ dollars, money desperately needed in classrooms. In 2003 the WASL costs \$73 per student, while standardized tests cost less than \$3.¹⁵ These funds could have been used for books and supplies, or to fix dilapidated buildings infested with toxic mold. Students at additional grade levels are to begin taking the expensive WASL in 2005-06.

To make matters worse, in order for students to pass, teachers must waste time *teaching-to-the-test*, eliminating learning time for common sense basic academics.

But most important, based on Judge Doran’s 1977 decision, it appears the state obligated itself to insure every student pass the WASL. Thereby, the state must guarantee every student learn the current process-education fad of “*essential learnings*,” but not common sense basic academic knowledge.

#16

The WASL lowers standards by redirecting education into job training.



In 1991 the Washington State Legislature passed a School-to-Work Bill for “*integrating education and ... a School-to-Work transition system.*”^{16-A} In 1994 the federal government did likewise.^{16-B}

The WASL is to measure whether or not students have passed a “*standard*” for graduation. This forces conversion from academic-based learning to process-based learning, with the age-old political agenda of work-training for a job rather than a good education for self-sufficiency and self-determination (freedom).

If carried to its logical conclusion under School-to-Work and proposed data-banking, it would result in losing those freedoms to an invasive government or industry job-control structure.

Citizens who followed the progress of this radical reformism and attempted to testify were summarily ignored by the appointed commissions. Their comments seldom found their way into meeting minutes, or if they did, were unrecognizably altered.

It also opens the door to more litigation against the state and its taxpayers.

#17

Driven by a national agenda, the WASL eliminates local control.



Federal control expanded when *Goals 2000* legislation was incorporated into *No Child Left Behind Act* in 2002. It required exit assessments, which have been enacted nationwide. Tied to *School-to-Work* legislation, it has as its goal the training of workers for the 21st century’s “*service economy*,” not a highly educated citizenry.

The Governor’s Council on Education Reform and Funding recommended: “*School boards shall delegate ... [their] authority to administrators and staff so the [school] board can concentrate on increasing student achievement.*”¹⁷

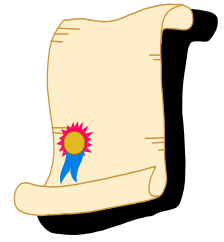
Contrary to knowledge-based learning, “*increasing student achievement* means compliance with teaching to the WASL.

Noncompliant schools risk having to sign a contract agreeing to teach to the WASL or be threatened with unconstitutional *intervention*,^{3-C,11-C} thereby annihilating local control. Noncompliant schools must abandon teaching based on classic knowledge and comprehension for the processes-based fads listed in the *essential learnings* (EALRs).

Students at other grade levels will begin taking the WASL in the 2005-06 school year.

#18

The WASL is key to new graduation requirements, accountability, and Certificates of Academic Achievement.



New Graduation Requirements -

The Legislature passed laws redefining *basic skills* as EALRs, and granted the State Board of Education rule-making authority to enact statewide graduation requirements.^{11-C} The Board, which is not elected directly by the citizenry, added three non-credit graduation requirements: passing the WASL, a “*culminating project*,” and a “*career plan*.”¹⁸ Other plans have included “*required volunteering*” (involuntary servitude) to graduate.

Accountability -

Recommendations for *intervention* require elected school boards with schools having “low” WASL outcomes to sign a contract with the state, thereby converting the board’s Constitutional control over to the state under Contract Law (Agreement). These extremist measures will kill the peoples’ ability to hold their school board members accountable.

Certificates of Academic Achievement -

By 2008, students must earn a Certificate of Academic Achievement to graduate. Certification requires passing the onerous 10th grade WASL. Thus, the sham WASL and its certificate becomes a “*passport*” (requirement) for “*higher education and career opportunities*.”^{3-A}

#19

WASL scores cannot be compared from year-to-year, but they are.



Profoundly impacting any so-called score “*improvement*” is that -

1. Scorer *consistency* has been found to be as low as 66% for some questions;
2. Scores are monitored during scoring to guarantee a predetermined pass/fail rate;
3. The WASLs do not measure basic academics, but do appear to measure I.Q. and socio-economic status;
4. WASLs are not *standardized* or *normed*;
5. Scores with the wrong student’s name or school are prevalent across the state;
6. There is no *standard*; *correct* answers are not determined until after students’ responses are reviewed;
7. Student responses used as scoring guidelines (*rubrics*) are developed to insure a predetermined outcome;
8. Results are *sampled* for outcomes before scoring rules are finalized;
9. Questions are changed yearly, without norming for age appropriateness;
10. Different students get differing amounts of time and help when taking the assessment;
11. Scoring is subjective, not objective;
12. Average state scores posted include and exclude different populations each year;
13. The WASL is “*secure*” (secret) and no one has revealed just what psychological information it measures and collects.

Endnotes



- 1-A - Former RCW 28A.150.220.
- 1-B - RCW 28A.655.070. It reads: "(7) The superintendent [of public instruction] shall develop assessments that are directly related to the essential academic learning requirements..."
- 1-C - OSPI. 1998 Technical Report for 4th & 7th Grade. (Spring, 1998), (<<http://www.k12.wa.us/>>) It is to "draw inferences."
- 2-A - Orlich, Professor Donald C., Science Mathematics Engineering Education Center, Washington State University.
- 2-B - Rayborn, Dr. Robert R. An Examination of Content and Construct Validity for the Washington State Assessment of Student Learning Grade 4 Math Test. (Washington Educational Research Association, Winter Conference, 1997)
- 2-C - Carmine, Dr. Douglas. Standards, Accountability, and Assessments. (State Education Committees, Jan., 1997)
- 3-A - OSPI. II. Overview of the State Certificate of Mastery. (<<http://www.k12.wa.us/>>, Sept., 2000) It revealed: "Eventually the state Certificate of Mastery may be required ... for a broad range of employment and training opportunities or for admission to higher education institutions."
- 3-B - Seattle Education Association. "A Resolution of the Seattle Education Association." (Nov. 20, 2000) It is to be high stakes: "...for students (through the Certificate of Mastery for Graduation), for teachers (through promotion and accountability measures), and for schools and districts (through the A+ Commission recommendations that force compliance, even though it is neither valid nor reliable and inhibits true learning)."
- 3-C - OSPI. A+ Commission Recommendations. (Nov., 2000)
- 3-D - Harris, Wendy. "WASL a 'Monster of a Test'." (*Spokesman-Review*, May 11, 2000)
- 4-A - Doyon, Juanita. (<Jedoyon@aol.com>, Dec. 12, 2000)
- 4-B - "Temps Spend Just Minutes..." (*Seattle Times*, 8/27/00)
- 4-C - RCW 28A.655.070. It states: "(4) The assessment system shall be designed so that the results under the assessment system are used by educators as tools to evaluate instructional practice..."
- 5-A - Litzenberger, Jerry. A 1992 internal report of tracking high school graduates from Bellevue, Central Valley, Federal Way, Snohomish, and Tacoma. (Washington State, 1992)
"For the first time, a social security number was available in most local school districts, providing the basis for an electronic match with student record systems at colleges, universities and places of employment. By joining these two files ... we were able to produce one database with a wealth of information about where students went, and at least initially, how well they did once they got there."
- 5-B - Long, Katherine. "Test-score Database Plan Gets Mixed Reviews." (*Seattle Times*, Jan. 10, 2001)
- 5-C - Pearson Co. (<<http://www.ncspearson.com>>, 12/1/00)
- 5-D - Federal Way School Board minutes. (Sept. 11, 2000)
- 6-A - OSPI. Questions and Answers about Scoring the WASL. (<<http://www.k12.wa.us/>>, Sept., 2000) Unbelievable as it sounds, it is only after the students' answers are reviewed that it is determined, "that there is only one correct answer for each question."
- 6-B - Senate Substitute Bill 5479. (RCW 28A.100.030)
- 6-C - Stuter, Lynn M., Education Researcher. Shifting the Paradigm - Total Quality Schools, Schools for the 21st Century Program, Chapter 525 (1987). (Nine Mile Falls, WA)
- 6-D - CFR 45 Protection of Human Subjects 46.101 (b) (2i-ii).
- 6-E - HB 1209. (RCW 28A.630)
- 7-A - OSPI. The Scoring Story: How Students' Responses to WASL Items Are Evaluated by Scorers. (<<http://www.k12.wa.us/>>) "The scoring rules along with the [student] anchor papers become the scoring guides for each question;" and "It is only in conjunction with numerous real student examples that the scoring rules are firmly established..."
- 7-B - RCW 28A.655.030. "(1) ...the commission shall... (c) Adopt objective, systematic criteria to identify successful schools and school districts..."
- 7-C - OSPI. Study of the Grade 4 Mathematics Assessment. (<<http://www.k12.wa.us/>>, September, 2000) It concluded: "Analysis of test results have found a strong link between student performance ... and a student's socio-economic status."
- 8-A - Sierra Heights Elementary, Renton. (1997 - 1999)
- 8-B - OSPI. A+ Commission minutes. (Jan. 6, 2000)
- 9-A - <<http://www.ReportCard.OSPI.K12.WA.US.ITBTrend.aspx>>
- 9-B - House Bill 1068, 2005.
- 10-A - Washington State Constitution, IX, Sec. 1. It states:
"It is the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex."
- 10-B - RCW 28A.655.070. "(7) The superintendent [of public instruction] shall develop assessments that ... are not biased toward persons with different learning styles, racial or ethnic backgrounds, or on the basis of gender."
- 10-C - Gratz, Donald B. "Fixing the Race." (*Education Week*, <<http://www.edweek.org/>>, June 7, 2000)
- 11-A - Washington Administrative Code 180-52-030/035.
"Each school district shall require that there shall be on file the written consent of the parent or guardian prior to the administering of any diagnostic personality test;" and "No written or oral test, questionnaire, survey, or examination shall be used to elicit the personal beliefs or practices of a student or his parents as to sex or religion except with written consent of parent or guardian."
- 11-B - USC 20, 1232g-h. "(Part 4 ... Protection of pupil rights)
"(a) ...All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any applicable program shall be available for inspection by the parents or guardians or the children.
"(b) ...No student shall be required as part of any applicable program, to submit to a survey, analysis, or evaluation that reveals information concerning -
(1) political affiliations; (2) mental and psychological problems potentially embarrassing to the student or his family; (3) sex behavior and attitudes; (4) illegal, anti-social, self-incriminating and demeaning behavior; (5) critical appraisals of other individuals with whom respondents have close family relationships; (6) legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; or (7) income..."
- 11-C - USC, Title 34, Volume 1, Parts 1 to 299.
- 11-D - Washington State Constitution, Article II, Sect. 28.
It states: "The Legislature is prohibited from enacting any private or special laws in the following cases: ... (15.) Providing for the management of public schools."
- 12 - "Standards" were set by the 1998 Grade 4 and the 1999 Grade 7 WASLS.
- 13 - OSPI. Questions and Answers about Scoring the WASL. (<<http://www.k12.wa.us/>>, Sept., 2000)
- 14-A - OSPI. Essential Academic Learning Requirements - Technical Manual. (1998) The Commission on Student Learning defined EALR components as "broad categories of student behavior or action."
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