



Office of Superintendent of Public Instruction  
Chris Reykdal, State Superintendent

*All students prepared  
for post-secondary pathways,  
careers, & civic engagement.*

REPORT TO THE LEGISLATURE

# **UPDATE: Educational Technology Assessments**

**2019**

**Authorizing legislation:** [RCW 28A.655.075](#)

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## Executive Summary

Educational technology assessments developed by the Office of Superintendent of Public Instruction (OSPI) are voluntarily administered in the elementary, middle, and high school grades. Educators use the assessments to determine if students meet Washington's standards for educational technology. The assessments integrate standards from science, math, health, English language arts, social studies, and the arts.

In the 2018–19 school year, school districts provided data on classroom-level use of educational technology assessments. Districts also reported data about instructional opportunities in educational technology at the elementary, middle, and high school levels.

The results are as follows:

- 28.8% of Washington school districts reported using an OSPI-developed assessment for educational technology (down from 33.2% in 2017–18).
- Over 90% of all districts provide instruction in educational technology to some or all of their students. Over 85% of elementary and middle school students and 69% of high school students received instruction in educational technology.
- A wide range of educational technology topics are addressed at all grade levels, with potential connections to math and science (using models/simulations), English language arts (research techniques, media literacy), and computer science (coding/programming).
- Internet safety, digital citizenship, and media literacy are addressed in most schools at all grade levels.

## Background

In 2008, the Office of Superintendent of Public Instruction (OSPI) set standards for students in technology literacy and fluency, as directed by Revised Code of Washington (RCW) 28A.655.075. In 2011, OSPI released educational technology assessments for classroom and project-based use to determine if students meet Washington’s standards. The assessments integrate and align with Washington’s K–12 Learning Standards. Classroom activities are well guided, easy to use, and come with an inventory of free and low-cost digital resources.

Teachers began to use the assessments in the 2011–12 school year. School districts are not required to use the OSPI-developed assessments, but if they do, they must report their use to OSPI. OSPI must report annually to the Legislature on the number of school districts that use the assessments each school year.

## Update Status

Of the 292 school districts responding, 84 reported using an OSPI-developed assessment for educational technology in one or more grade levels. These data are self-reported by district-level staff whose understanding of assessment practice in the classroom could be limited. For this reason, the number of classrooms using the assessments may be higher than reported.

Districts began reporting the unduplicated count of students that were assessed at each level in 2014–15. Table 1 includes the student counts reported in 2017–18 and 2018–19.

Beginning in 2017–18, districts were also asked to report data about instructional opportunities in educational technology at the elementary, middle, and high school levels. Data were also collected about topics covered in educational technology and the percentage of students receiving instruction in educational technology. Table 2 includes the percentage of schools providing instruction, as well as the percentage of students receiving instruction during 2018–19.

Internet safety, digital citizenship, and media literacy were among the most-widely addressed topics at all grade levels. In addition, many other educational technology topics were addressed at all grade levels, with potential connections to math and science (e.g., using models/simulations), English language arts (e.g., research techniques), and computer science (e.g., coding/programming). Table 3 provides data about the percentage of topics covered in educational technology at the elementary, middle, and high school levels.

# Conclusion and Next Steps

The Office of Superintendent of Public Instruction will continue to gather this data annually. For more information, please visit the [Educational Technology webpage](#).

# LIST OF TABLES

**Table 1: Number of Students Assessed in Educational Technology**

School Year	Elementary	Middle	High
2017–18	43,804	20,068	16,174
2018–19	59,679	35,949	25,668

**Source:** OSPI survey results, August 2018 and July 2019.

**Table 2: Instruction in Educational Technology, 2018–19**

	% of Districts Providing Instruction	% of Students Receiving Instruction
<b>Elementary</b>	88.2%	86.4%
<b>Middle</b>	89.1%	85.6%
<b>High</b>	88.5%	69.0%

**Source:** OSPI survey results, July 2019.

**Table 3: Educational Technology Instructional Topics, 2018–19**

Topic	Elem.	Middle	High
Basic operations/productivity tools/communications	84.8%	82.1%	78.3%
Online research techniques and strategies	66.2%	75.5%	79.5%
Digital citizenship/media literacy/internet safety	74.3%	80.3%	79.1%
Specialized software and tools training	45.3%	63.5%	73.0%
Using models and simulations	20.3%	33.6%	45.9%
Coding and programming	49.0%	53.3%	57.4%

**Source:** OSPI survey results, July 2019.



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