Washington Office of Superintendent of
PUBLIC INSTRUCTION

Educational Technology Assessment

2023

Authorizing Legislation: RCW 28A.655.075

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EXECUTIVE SUMMARY

In accordance with RCW 28A.655.075, the Office of Superintendent of Public Instruction (OSPI) must report annually to the Legislature on the number of school districts that use the Educational Technology Assessments each school year. The assessments can be used to determine if students are meeting academic learning requirements and grade-level expectations for educational technology literacy and technology fluency.

OSPI uses a survey to gather data on the number of school districts that use assessments each school year. This year's survey data is similar to past reporting years, with the exception of student self-reflective assessments in 2020–21. This past year, teachers developed and implemented student assessments more often across all grade levels. OSPI-developed assessments were the least used by districts, with the exception of the "other" category.

District results are as follows:
- 61% of all districts reporting assessed elementary school students in educational technology.
- 71% of all districts reporting assessed middle school students in educational technology.
- 64% of all districts reporting assessed high school students in educational technology.

BACKGROUND

In 2008, the Office of Superintendent of Public Instruction (OSPI) set academic learning requirements and grade-level expectations for students in technology literacy and fluency, as directed by RCW 28A.655.075. In 2011, OSPI released educational technology assessments for classroom and project-based use to determine if students meet Washington's learning requirements and expectations. 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

Overall, 253 districts completed this year's survey, which is an 86% completion rate statewide. Across all grades, teacher-developed classroom assessments continue to be the most common strategy used.
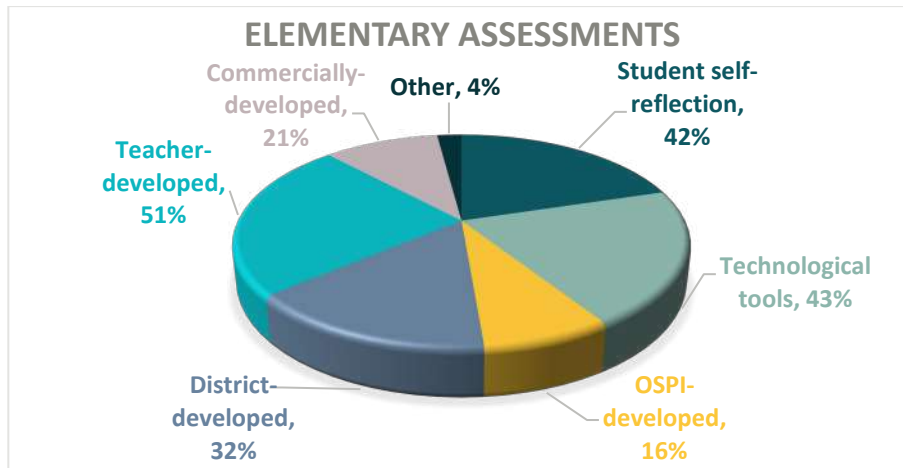
Table 1: Reporting and OSPI-developed Educational Technology Assessment

Grades	Number of Districts Reporting	Percent of Total Districts
K–5	155	53%
6–8	180	61%
9–12	163	55%

Source: OSPI Survey Results, June 2023

In elementary grades, technological tools such as *Kahoot*, *Nearpods*, or *Plickers* are the second highest assessment strategy used, with 43% of school districts using technological tools. Student self-reflection the third highest strategy used, with 42% of districts using that strategy.
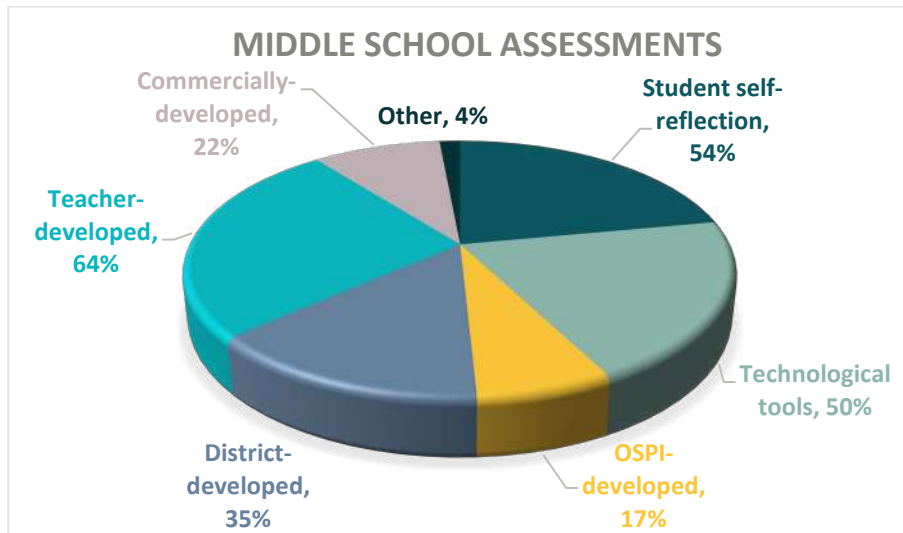
Graph 1: Effective Elementary Assessments Strategies

ELEMENTARY ASSESSMENTS

- Commercially-developed, 21%
- Other, 4%
- Student self-reflection, 42%
- Teacher-developed, 51%
- Technological tools, 43%
- District-developed, 32%
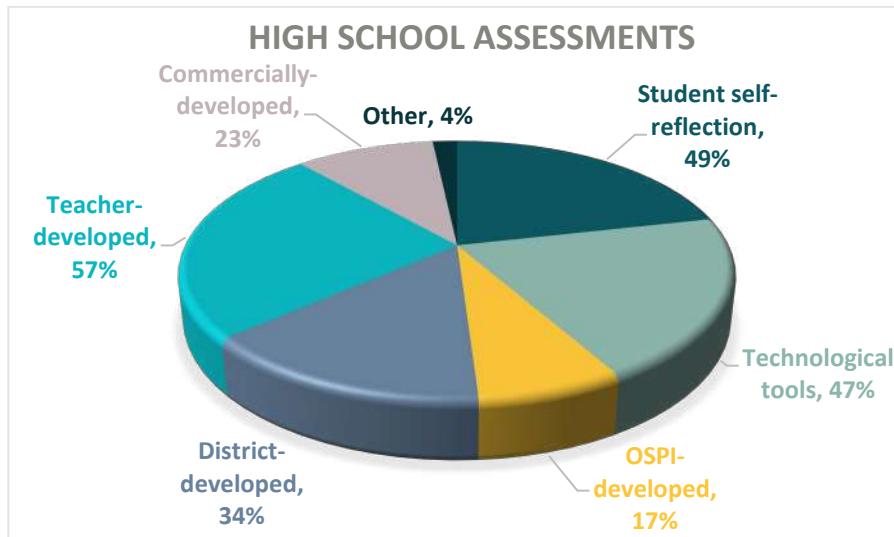- OSPI-developed, 16%

Source: OSPI Survey Results, June 2023

For both middle (54%) and high (49%) school students, teachers utilize student self-reflection such as reflective writing, videos, presentations, and portfolios. Technological tools are the second most used assessment strategy by middle (50%) and high (47%) school teachers.

Graph 2: Effective Middle School Assessments Strategies

MIDDLE SCHOOL ASSESSMENTS

- Commercially-developed, 22%
- Other, 4%
- Student self-reflection, 54%
- Teacher-developed, 64%
- Technological tools, 50%
- District-developed, 35%
- OSPI-developed, 17%

Source: OSPI Survey Results, June 2023

Graph 3: Effective High School Assessments Strategies

HIGH SCHOOL ASSESSMENTS

- Commercially-developed, 23%
- Other, 4%
- Student self-reflection, 49%
- Teacher-developed, 57%
- Technological tools, 47%
- District-developed, 34%
- OSPI-developed, 17%

Source: OSPI Survey Results, June 2023

CONCLUSION & NEXT STEPS

Beyond the pandemic, educational technology continues to be fundamental to daily learning and teaching. Teacher-developed assessments are an indicator of the integration of technology tools and resources across all grade levels.

The significant recent investment in programs that provide devices to all students across the state further supports the ability for teachers to embed assessments in students' daily learning. It is critical to plan for district support as they enter device replacement cycles, in order to continue to leverage technology to support student learning.

For more information, please visit OSPI's Educational Technology Assessment webpage.

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