

Oregon's Statewide Assessment System

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Discussion

- Overview – where we are and where we're going
- Smarter Balanced Assessment System
- Smarter Balanced Accommodations
- Smarter Balanced Field Test
- Technology Requirements
- Graduation Requirements
- Other Assessments (Kindergarten, ELPA21, OAKS)



Purpose

The purpose of the discussion today is to provide informational updates regarding the direction of Oregon's statewide assessment system, and to engage in a dialogue that helps us understand how we can best support students, parents, teachers, and districts through this transition.



DEPARTMENT OF
EDUCATION



History

- State Board of Education adopts the Common Core State Standards for ELA and Math in October 2010
- Standards reflect the expectations of college and career readiness by the end of high school
- Development led by CCSSO and NGA, included teachers, parents, administrators, and content experts from across the country
- Smarter Balanced Assessment System adopted by the State Board of Education in May 2013



Common Core Shifts in ELA/Literacy

Shift 1	Building knowledge through content-rich nonfiction	Students read a true balance of informational and literary texts—50/50 in grades K-5; less prescriptive, but with greater attention to literary nonfiction and social studies and science content, in grades 6-12.
Shift 2	Reading, writing and speaking grounded in evidence from text , both literary and informational	Students engage in rich conversations and write using evidence carefully pulled from a text or multiple texts. Rather than asking students to respond solely based on prior knowledge or personal experience, the standards expect students to answer and support their responses with information, ideas, arguments and details from text.
Shift 3	Regular practice with complex text and its academic language	Students read complex, grade-appropriate texts and build the vocabulary—words that appear in a variety of content areas—they will need to meet the demands of college and careers by the end of high school.



Common Core Shifts in Mathematics

Shift 1	Focus strongly where the standards focus	Teachers significantly narrow and deepen the scope of how time and energy is spent in the mathematics classroom. They do so to focus deeply on the major work of each grade so that students create strong foundations in conceptual understanding, procedural skill and fluency and application to problems inside and outside the math classroom.
Shift 2	Coherence: think across grades and link to major topics within grades	Principals and teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years. Major topics, such as displaying data, become a grade-level focus instead of detracting from the focus as a supporting topic only.
Shift 3	Rigor: in major topics pursue with equal intensity: <ul style="list-style-type: none">• conceptual understanding• procedural skill and fluency• application	Teachers support students' ability to access concepts from multiple perspectives so that math becomes more than a set of mnemonics or discrete procedures. Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions. Teachers provide opportunities for students to apply math in context both inside and outside the math classroom.

Moving Forward

2013-14	2014-15 and beyond
OAKS Reading and Writing	SBAC ELA
OAKS Math	SBAC Math
OAKS Science and Social Science	OAKS Science and Social Science
Extended Assessment	Extended Assessment
ELPA	ELPA
Kindergarten Assessment	Kindergarten Assessment

Smarter Balanced Assessment Structure

Overarching Claims 3-8 and High School



Smarter Balanced Assessment Claims

- Assessment Claims are broad evidence-based statements about what students know and can do as demonstrated by their performance on the assessments
- At each grade level within mathematics and ELA/literacy, there is one overall claim encompassing the entire content area and four specific content claims
- Students will receive a score on each overall claim and scores for the specific content claims



Claims for the English Language Arts/Literacy Summative Assessment

Overall Claim for Grades 3–8

“Students can demonstrate progress toward college and career readiness in English language arts and literacy.”

Claim #1 – Reading

“Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.”

Claim #2 – Writing

“Students can produce effective and well-grounded writing for a range of purposes and audiences.”

Claim #3 – Speaking and Listening

“Students can employ effective speaking and listening skills for a range of purposes and audiences.”

Claim #4 – Research/Inquiry

“Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.”



Claims for the Mathematics Summative Assessment

Overall Claim for Grades 3–8

“Students can demonstrate progress toward college and career readiness in mathematics.”

Claim #1 – Concepts & Procedures

“Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.”

Claim #2 – Problem Solving

“Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies.”

Claim #3 – Communicating Reasoning

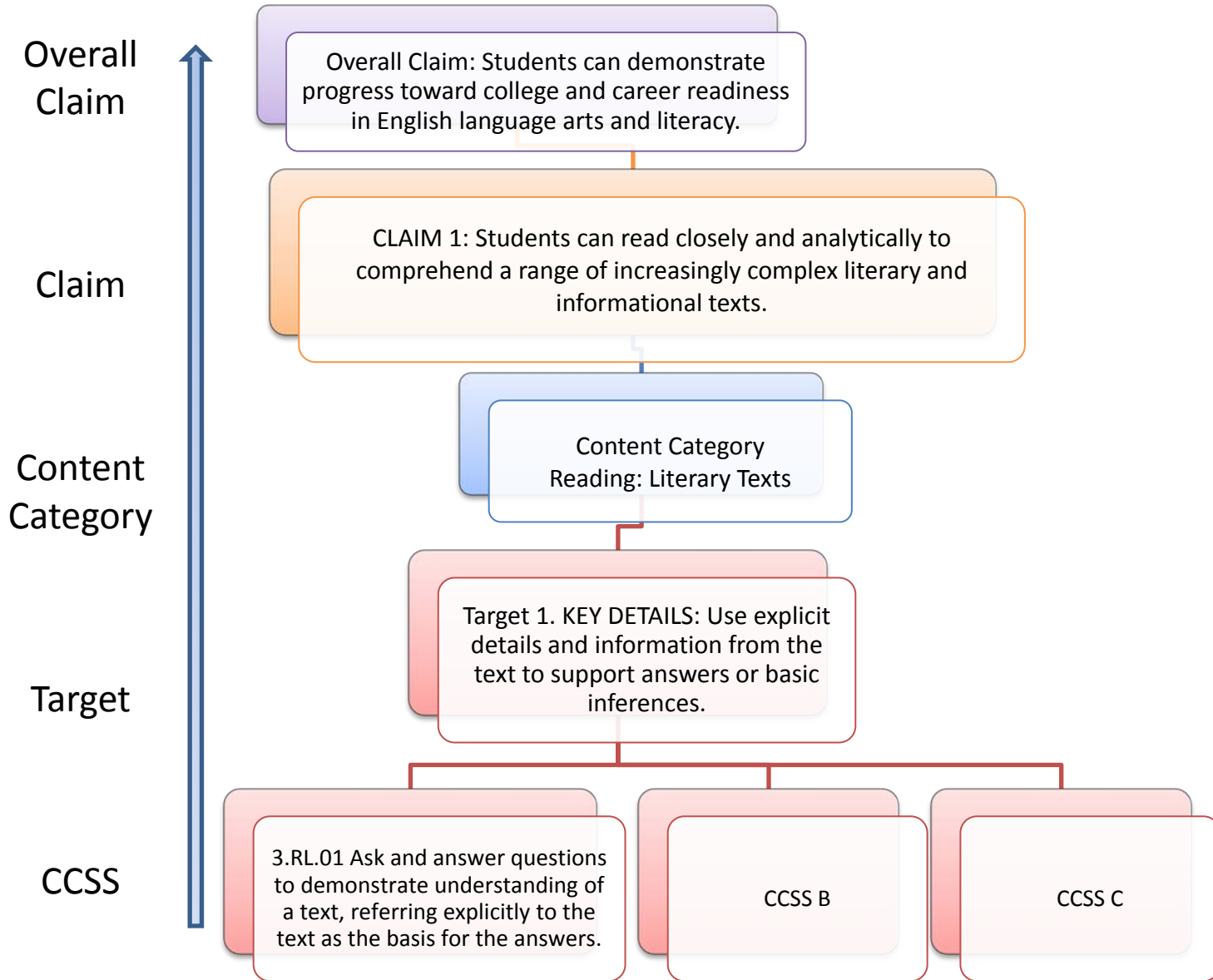
“Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.”

Claim #4 – Modeling and Data Analysis

“Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.”

Smarter Balanced Assessment Targets

- Assessment Targets connect the CCSS to evidence that will be collected from the assessment
- The targets map the standards in the CCSS onto assessment evidence that is required to support the content categories and claims
- Assessment targets are used to guide the development of items and tasks that will measure the CCSS



Assessing Higher-Level Thinking Skills

The Depth-of-Knowledge Levels web is one widely used method for illustrating the various types of knowledge and skills that teaching and learning encompasses.

The level of thinking becomes more demanding as one moves to the higher levels and tackles more complex tasks such as synthesizing multiple pieces of information or proving an idea based on evidence in a text.





Students especially need level three and four skills to succeed in college and careers. The Common Core standards reflect these skills more strongly than most state tests.



Using Depth-of-Knowledge Levels to Compare Test Items

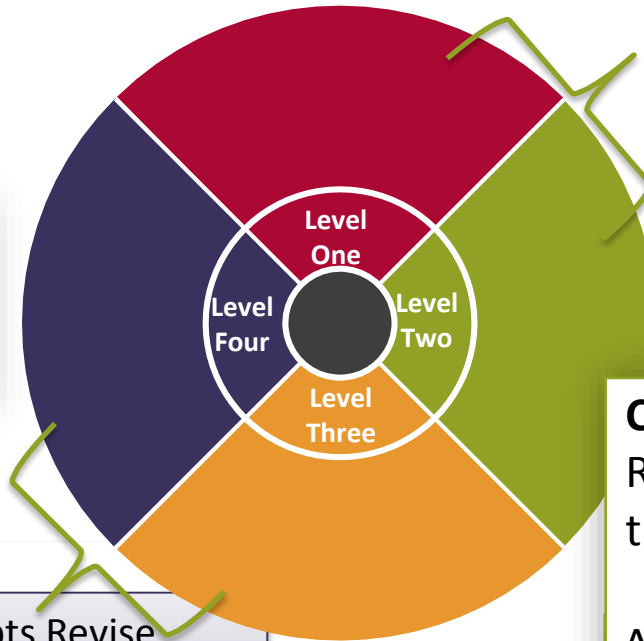
Smarter Balanced Test Item:

Five swimmers compete in the 50-meter race. The finish time for each swimmer is shown in the video.

	23.42
	23.18
	23.21
	23.35
	23.24
Men's 50 Meter Freestyle	

Apply concepts Revise
Develop a logical argument
Compare

Explain how the results of the race would change if the race used a clock that rounded to the nearest tenth.



Use a concept
Repeat
Calculate
Compare

Current state test item:

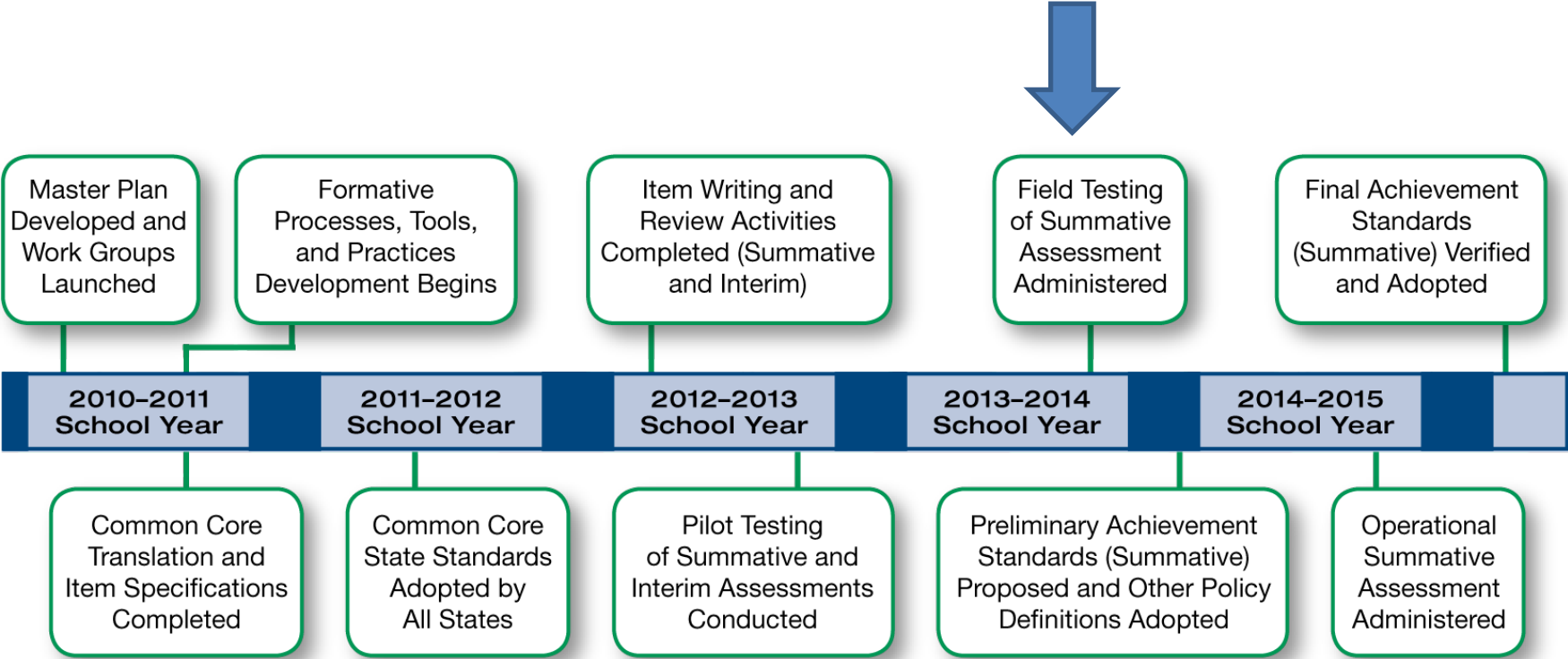
Round the number 873 to the nearest hundred.

- A. 800
- B. 870
- C. 900
- D. 860

Smarter Balanced Membership



Development Timeline



A Balanced Assessment System

Common Core State Standards specify K-12 expectations for college and career readiness



Summative:
College and career readiness assessments for accountability

Teachers and schools have information and tools they need to improve teaching and learning



All students leave high school college and career ready

Formative resources:
Supporting classroom-based assessments to improve instruction

Interim:
Flexible and open assessments, used for actionable feedback

A Balanced Assessment System

- Summative** Generally given one time at the end of some unit of time (e.g. semester or school year) to evaluate students' performance against a defined set of content standards. Often used as part of a state accountability system and to inform program or policy decisions at both the classroom and beyond the classroom level, such as the school or district level.
- Interim** Assessments that fall between formative and summative assessment. They evaluate students' knowledge and skills relative to a specific set of academic goals, typically within a limited time frame, and are designed to inform program or policy decisions at both the classroom and beyond the classroom level, such as the school or district level.
- Formative** Also known as classroom-based assessments, process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. In true formative assessment, teachers create and score the assessment.

Digital Library Background

The Digital Library, set to launch in December 2014, will provide teachers with an online clearinghouse of classroom-based **formative assessment strategies** that enhance day-to-day instruction, including **resources to interpret data and reports** from the Smarter Balanced summative and interim assessments.

Optional Interim Assessments

Administered at locally determined intervals. These assessments will provide educators with actionable information about student progress throughout the year

- Computer Adaptive Test(s) & Performance Tasks
- Help teachers, students and parents understand whether students are on track, and identify strengths and limitations
- Be fully accessible for instruction and professional development (non-secure)

Summative Assessments

Administered during the last 12 weeks of the school year. The high school (grade 11) test will be administered during the last six weeks of the school year.

- Accurately describe both student achievement and growth of student learning as part of a program evaluation and state accountability systems
- Provide, valid, reliable, and fair measures of students' progress
- Capitalize on the strengths of computer adaptive testing

How is the new test different?

Selected Response

- Assess a broad range of content.
- Scoring is objective, fast, and inexpensive to score.
- Difficult to understand a student's reasoning process and to assess higher-order thinking skills.

Constructed Response

- Require the student to generate a response as opposed to selecting a response.
- Include both short and extended responses.
- Allow students to demonstrate their use of complex thinking skills consistent with the expectations for college and career readiness.

Performance Tasks

- Require students to demonstrate ability to think and reason, and produce fully developed products.
- Measure complex “assessment targets.”
- Provide evidence of college and career readiness.

Summative Assessment – Testing Times

Test Type	Grades	CAT	Perf Task Only	Total	In-Class Activity	Total
English Language Arts/Literacy	3-5	1:30	2:00	3:30	:30	4:00
	6-8	1:30	2:00	3:30	:30	4:00
	11	2:00	2:00	4:00	:30	4:30
Mathematics	3-5	1:30	1:00	2:30	:30	3:00
	6-8	2:00	1:00	3:00	:30	3:30
	11	2:00	1:30	3:30	:30	4:00
COMBINED	3-5	3:00	3:00	6:00	1:00	7:00
	6-8	3:30	3:00	6:30	1:00	7:30
	11	4:00	3:30	7:30	1:00	8:30

Times are estimates of test length for most students. Smarter Balanced assessments are designed as untimed tests; some students may need and should be afforded more time than shown in this table.

Sample 5th Grade OAKS Math Item (Practice Test)

Twenty-seven people are to be seated in a room and only four people can be seated at each table. How many tables would be needed to seat everyone?

- A. 6.5
- B. $6 \frac{1}{4}$
- C. 7
- D. 8

Sample 5th Grade Smarter Balanced Math Item (Practice Test)

Firefox SBAC Portal Student: Test

https://sat2.sbaept.tds.airast.org/Student/Pages/TestShellModern.aspx

Most Visited Getting Started District ODE Home - ODE Inside ODE Web Slice Gallery

GUEST, GUEST (State-SSID: GUEST -217951) G5 Math (7 out of 22) Questions: 8

ZOOM IN ZOOM OUT SAVE PAUSE BACK NEXT

8

At Maria's school, 6 classes are going on a field trip. Each class has 26 students and 1 teacher. Each bus holds a maximum of 48 people. The school requests 3 buses for the field trip.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 0

Delete

Carefully read Maria's argument:

A. Maria says that 3 buses are not enough.

B. She argues that 3 buses will hold a maximum of 144 people.

C. The classes need space for 156 people.

D. The school needs to order 1 more bus.

Click to select the statement in Maria's argument that has incorrect reasoning or inaccurate calculations.

Drag the numbers from the palette into boxes to create the number that will correct the statement you choose.

Sample 5th Grade OAKS Reading Item (Practice Test)

BITTER WIND FROM CRAZY PEAK tugged at the sagebrush as fourteen-year-old Elliot Schroeder coaxed his buckskin horse back toward the ranch. He strode easily as if his short frame had grown from the saddle. Across his lap, he held a kicking newborn calf. The morning wind gusted. Elliot pulled an old gunnysack from his saddlebag and wrapped it around the calf like a blanket. He clapped his frozen gloves against his pants to warm his hands and threaded his way down the rocky slope. The calf's mother followed, bawling her concern. The calf kept struggling.

“Knock it off!” Elliot scolded, squinting into the driving snow. “You’d be dead if I hadn’t found you.”

He was right, too. Early snows could freeze a calf to death before its mother licked it dry. Elliot knew he was lucky to find the calf. He had been daydreaming, watching the snowflakes swirl past him like stars past a spaceship blasting through space. Only the mother cow’s **bawling** had caused Elliot to look down.

Sample 5th Grade OAKS Reading Item (Practice Test)

THE STORY SAYS THAT ONLY THE MOTHER COW'S **BAWLING** HAD CAUSED ELLIOTT TO LOOK DOWN. THE WORD *BAWLING* MEANS

- A. Sleeping
- B. Chasing
- C. Crying
- D. Rushing

Sample 5th Grade Smarter Balanced ELA (Reading) Item (Practice Test)

The screenshot shows a web browser window with the URL <https://sat1.sbacpt.tds.airast.org/Student/Pages/TestShellModern.aspx>. The browser tabs include "SBAC Portal" and "Student: Test". The address bar shows the URL and search engines like Google. The browser's toolbar includes "Most Visited", "Getting Started", "District ODE", "Home - ODE", "Inside ODE", and "Web Slice Gallery". The test interface shows a progress bar with "GUEST, GUEST (State-SSID: GUEST -216807)", "G5 ELA (5 out of 29)", and "Questions: 6 - 13". The test controls include "ZOOM IN", "ZOOM OUT", "SAVE", "PAUSE", "BACK", and "NEXT".

New Homes for Hermit Crabs
by Bart King

Hermit crabs are nature's recyclers. Like many other crabs, the hermit crab eats waste. By living on sea scraps, hermit crabs help keep oceans and shores clean. Some hermit crabs hide in reefs or live in shallow waters, while others scuttle on the ocean floor. There are also hermit crabs that spend most of their lives ashore.

Unlike other crabs, the hermit crab has a thin outer shell over its soft tail. This makes the hermit crab easy prey for hungry predators. Hermit crabs stay safe by living in old seashells. A hermit crab is picky; it tries on many shells until it finds one that fits just right. The hermit crab backs into its new home and uses its tail and rear legs to grab onto the shell and carry it. If a predator shows up, the crab retreats into its shell and blocks the entrance with its strong claws.

During a lifetime, one hermit crab will inhabit many different seashells. As a hermit crab grows, the crab leaves its home, upgrading to a larger shell. In recent years, however, many hermit crabs have had trouble finding their perfect homes. What is the problem? There are not enough shells to go around!

One reason for the seashell shortage is that ocean water is not as clean as it once was. This has caused chemical changes to seawater. Some sea animals, like snails, are affected by these changes. Now there are fewer snails making shells. People visiting the beach often take shells

6

Project Shelter is helping hermit crabs by creating artificial shells for them to use as shelters. Explain the process that is used in designing and selecting the shells. Use details from the text to support your answer.

Type your answer in the space provided.

7

Read the sentence and the directions that follow.

The hermit crabs in the ocean have learned to adapt to the changing housing situation.

Using details from the text, define the word adapt and explain how the crabs have adapted.

Type your answer in the space provided.

Questions and Discussion

Accommodations Guidelines

- New accommodations guidelines available
 - <http://www.ode.state.or.us/search/page/?=487>
 - Calculator
 - Manipulatives (Math)
 - Formula and conversion sheets (Math)
 - Common transitions (ELA)
- Smarter Balanced-OAKS accommodations crosswalk posted
- Smarter Balanced accommodations FAQ

Accommodations Guidelines

Universal Tools

Embedded
Breaks, Calculator, Digital Notepad, English Dictionary, English Glossary, Expandable Passages, Global Notes, Highlighter, Mark for Review, Math Tools, Spell Check, Strikethrough, Tab-enter Navigation, Writing Tools, Zoom

Non-embedded
Breaks, English Dictionary, Protractor, Ruler, Scratch Paper, Thesaurus

Guidelines were adopted 9/10/13 by the Governing States of Smarter Balanced

Designated Supports

Embedded
Color Contrast, Highlighter, Magnification, Masking, Text-to-speech, Translations (Glossary), Translations (Stacked), Turn off Any Universal Accessibility Tools

Non-embedded
Bilingual Dictionary, Color Contrast, Color Overlay, Read Aloud Scribe, Separate Setting, Translation (Glossary)

Documented Accommodations

Embedded
American Sign Language, Braille, Closed Captioning, Speech-to-text, Text-to-speech

Non-embedded
Abacus, Alternate Response Options, Calculator, Multiplication Table, Print on Demand, Read Aloud, Scribe

Smarter Balanced Field Test Methodology

- March 18 through June 6, 2014
- Purpose is to develop scale and calibrate test questions
- Students in grades 3-8 and high school will participate
- Approximately 3000 students per grade and test (ELA and Math)

Smarter Balanced Field Test Methodology

- Current model is called “Traditional,” and does require double testing
- “Blended” model would not require those students participating in the field test to be double tested on OAKS, but instead gives districts the option to decide whether or not to double test those students
- State Board has approved the “Blended” model
- ODE submitted an amended ESEA waiver to the US Department of Education (November 22, 2013) for approval

Technology Requirements

- DRAFT Technology Strategy Framework and Testing Device Requirements released
 - Designed to assist districts in planning for technology use relative to Smarter Balanced
 - May change upon consortium review
 - <http://www.smarterbalanced.org/smarter-balanced-assessments/technology/>
- Secure browser available for download

Technology Requirements

Operating System	OS Version	Supported Browsers
Desktops/Laptops		
Windows	XP (with Service Pack 3), Vista, 7, 8 Windows Server 2003, 2008	Windows Secure Browser 6.0 Firefox 3.6 and above
Mac	10.4.4 (all) 10.5 (PowerPC)	Mac Secure Browser 5.5 Firefox 3.6 Safari 5
	10.5–10.8 (Intel)	Mac Secure Browser 6.0 Firefox 3.6 and above Safari 5 (OS 10.5–10.7) Safari 6 (OS 10.7–10.8)
Linux	Fedora Core 6 (K12LTSP 4.2+) Ubuntu 9–12	Linux Secure Browser 6.0 Firefox 3.6 and above
Tablets/Netbooks		
Android	4.0+Supported Devices: <ul style="list-style-type: none"> – Google – Nexus 10 – Motorola Xoom – Motorola Xyboard – Samsung Galaxy Note (10.1) – Samsung Galaxy Tab 2 (10.1) 	AIRSecureTest Browser for Android Default Internet browser on tablet Google Chrome 18 and above
iPad	iOS 6.0+Supported Devices:– iPad 2, 3, Retina Display	AIRSecureTest Browser for iPadSafari 6 and above
Chromebooks	Version 18 or above	Google Chrome

Questions and Discussion

Graduation Policy

School Year

	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
Cohort/ Grade	3	4	5	6	7	8	9	10	11
	4	5	6	7	8	9	10	11	12
	5	6	7	8	9	10	11	12	
	6	7	8	9	10	11	12		
	7	8	9	10	11	12			
	8	9	10	11	12				
	9	10	11	12					
	10	11	12						



Cohort Year



Smarter Balanced Assessment - Operational

Graduation Policy

Oregon Administrative Rule 581-22-0615

The Assessment of the Essential Skills

- Students will be able to use Essential Skills assessment evidence collected prior to the transition to Smarter Balanced (as long as it comes from the approved list of assessment options).
- The approved assessment options will remain in place through the transition to Smarter Balanced (state test, other standardized tests, work samples)

Graduation Policy

Through
2013-2014
academic
year

OAKS

Work
Samples

Other
standardized
assessment

2014-2015
academic
year and
beyond

Smarter
Balanced

Work
Samples

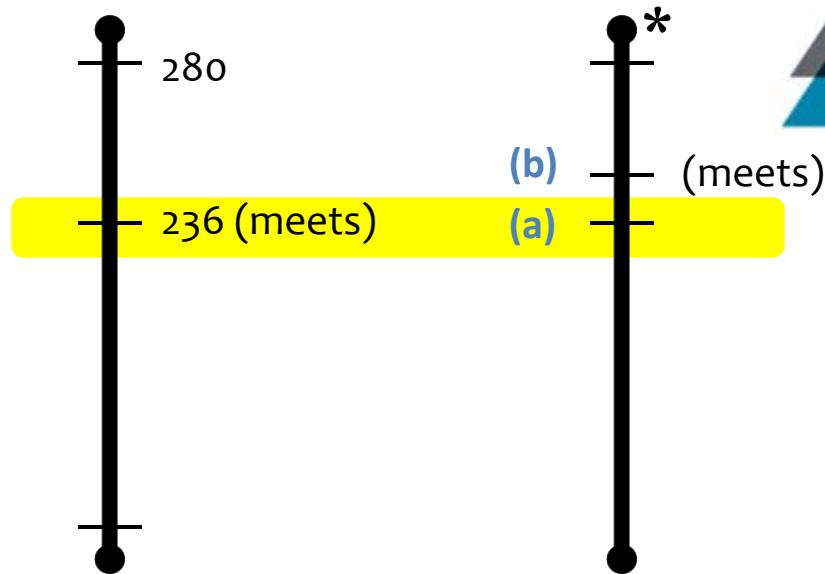
Other
standardized
assessment

Graduation Policy

Summer/Fall 2014

There may be a discrepancy between (a) the achievement level on Smarter Balanced that represents an equivalent level of rigor to the "meets" achievement level on OAKS and (b) the "meets" achievement level on Smarter Balanced

OAKS



Graduation Policy – Impact Data

OAKS Math Scores at NAEP Performance Standards

Grade	Performance Standard	OAKS Score	Percent of Students Meeting (2012-2013)
4	Oregon Meets	219	65
	NAEP Proficient	221	55
8	Oregon Meets	234	64
	NAEP Proficient	238	45
11*	Oregon Meets	236	70
	NAEP Proficient	245	18
	NAEP Prepared for College**	241	33

**NAEP administered at grade 12*

***NAGB adopted standard in August 2013*

Graduation Policy – Impact Data

OAKS Reading Scores at NAEP/SAT Performance Standards

Grade	Performance Standard	OAKS Score	Percent of Students Meeting (2012-2013)
4	Oregon Meets	216	75
	NAEP Proficient	225	39
8	Oregon Meets	232	68
	NAEP Proficient	237	41
11*	Oregon Meets	236	86
	NAEP Prepared for College**	243	38

**NAEP administered at grade 12*

***Linked to the SAT (Critical Reading) assessment, with a cut score of 500*

Graduation Policy Review

- ODE has initiated a process to review current graduation policies
- The educational landscape has changed significantly since the 2007-08 timeframe
- New initiatives (Common Core Standards, Smarter Balanced assessments, 40-40-20, HB 2220, to name a few)
- Process begins with internal review and gap analysis, then moves to external perspectives and recommendation development

Miscellaneous Topics

Kindergarten Assessment

- Interpretive panel in late November, data will be provided to districts in early 2014

ELPA21

- New ELD standards approved by the State Board of Education in October 2013
- Planned administration 2016-17, consortia is considering an earlier implementation plan

Resources

Smarter Balanced Webpage

www.smarterbalanced.org

Smarter Balanced Practice Test

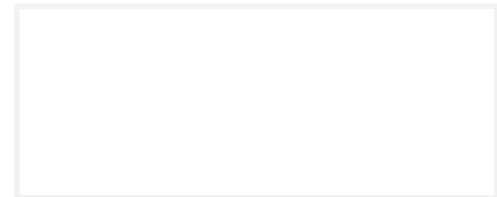
<http://sbac.portal.airast.org/practice-test/>

Usability, Accessibility and Accommodations Guidelines

[http://www.smarterbalanced.org/wordpress/wp-content/uploads/2013/09/SmarterBalanced Guidelines 091113.pdf.](http://www.smarterbalanced.org/wordpress/wp-content/uploads/2013/09/SmarterBalanced_Guidelines_091113.pdf)

Smarter Balanced Spanish Resources Webpage

[http://www.smarterbalanced.org/parents-students/como-ayudar-a-todos-los-estudiantes-a-que-tengan-exito/.](http://www.smarterbalanced.org/parents-students/como-ayudar-a-todos-los-estudiantes-a-que-tengan-exito/)



Resources

Common Core Standards Webpage (ODE)

<http://www.ode.state.or.us/search/page/?id=2860>

Oregon Diploma Webpage

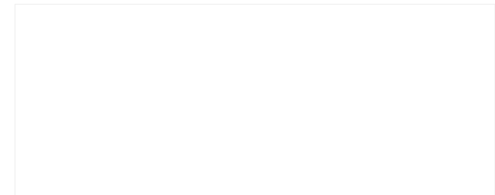
<http://www.ode.state.or.us/search/results/?id=368>

Essential Skills Webpage

<http://www.ode.state.or.us/search/page/?id=2042>

General Assessment Webpage

<http://www.ode.state.or.us/search/results/?id=169>



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