

## Assessment of Essential Skills Review Panel

Meeting Minutes  
January 12, 2018

**Friday, January 12, 2018**

**Panel Members Present:** Ralph Brown, Ellen Irish, Jay Mathison, Jill Sumerlin, John Bouchard, Krista Nieraeth, Laurie Ross, Lori Cullen Brown, Marie Shimer, Marilyn Williams, Melissa Glover, Michelle Zundel, Ralph Brown, Robin DeLoach, Sarah Cunningham, Shaun Gross

**Facilitating:** Bryan Toller, Tony Bertrand,  
**ODE Attendance:** Dan Farley, Steve Slater, and Cristen McLean

### Welcome and Agenda Overview

Bryan Toller called the meeting to order at 9:00 a.m. and reviewed the agenda.

#### **I. 9:00 - 9:05 Review of Minutes**

Ralph Brown motioned to approve the minutes from September 29, 2017. Jill Sumerlin seconded the motion. The majority were in favor with 15 voting to approve minutes. None opposed. Motion passed.

#### **II. 9:05 - 9:30 Updates**

Cristen Mclean addressed Assessment of Essential Skills Review Panel (AESRP) members on the Essential Skills English Learner Policy. To address a long-term policy solution the Oregon Department of Education (ODE) chose to engage a wide range of stakeholders to learn the impact to either retain the English language criteria and set a new cut score on the ELPA 21 or remove the English language criteria. Due to leadership transitions within the ODE from engaging a sufficient sample of stakeholders. Therefore, more time is necessary to engage stakeholders prior to developing a long-term plan and engaging with the State Board of Education. At the January 17, 2018 meeting, ODE will bring a recommendation to the State Board of Education to extend the current suspension policy for one more year to provide additional time for ODE to engage stakeholders. The current suspension policy is due to expire on August 31, 2018. However, if approved the suspension policy would expire August 31, 2019. The suspension policy allows English Language students in districts that have adopted policies that support native language options for demonstrating Essential Skills in their language of origin in reading and writing. The suspension policy is in place for students graduating in 2018 and the extension, if adopted, would apply to students graduating in 2019. Students would be held harmless of the requirement of demonstrating Essential Skills in English during the policy transition proposal. The current suspension policy and recommendation to extend this policy is the same policy that has been in place for the past four years.

Bryan Toller informed AESRP members about the release and publication of the updated *2017-18 Essential Skills and Local Performance Assessment Manual* by January 25, 2018.

Dan Farley provided a brief update on the ODE high school assessment Request for Proposals (RFP) process. The RFP process could potentially lead to a switch in the current high school assessment used for accountability to a nationally recognized college placement

assessment. A cost analysis of transitioning to a nationally recognized assessment was shared with the AESRP members. ODE determined a cost projection of 5.2 million dollars in additional funding to make the transition to one of the nationally recognized assessments. At this time, the funding to make the transition for the 2018 – 2019 school year is unlikely to occur. The ODE Assessment Department will be presenting the results from the Request for Information process at the State Board of Education meeting on January 17, 2018 for public record. Due to the schedule of the legislative funding on a biennium basis, the earliest projection of transitioning to a new nationally recognized high school assessment would be during the 2020 – 2021 instructional year if implemented. Transitioning to new high school assessment is still an option ODE is considering. The current delay in transitioning to a different high school assessment allows ODE to engage with stakeholders and receive feedback or address concerns.

### **III. 9:30 - 9:40 General Equivalency Diploma (GED) Update: Access to Data**

Josh Rew presented an update on GED. In lieu of obtaining student level GED data from the Higher Education Coordinating Commission (HECC), ODE established a data sharing agreement with the GED Testing Service (i.e., American Council on Education/Pearson). Once ODE receives student level GED data, it will determine whether a linking study with Smarter Balanced is viable. If viable, ODE will conduct the study and report the findings back to AESRP.

### **IV. 9:40 - 10:05 WorkKeys 2.0 Process Review**

Bryan Toller introduced the review process of evaluating ACT WorkKeys 2.0 due to the testing vendor discontinuing to offer the original ACT WorkKeys 1.0.

Tony Bertrand provided background information around reading components included in the updated WorkKeys 2.0 *Workplace Documents*. AESRP members were presented a comparison of the reading blueprints for identifying skill and sub-skill alignment between the former and current WorkKeys assessments. During the presentation, the alignment of the WorkKeys 2.0 *Workplace Documents* with the Essential Skills requirement definitions revealed alignment. In summary, there was a decrease from five-domain skill categories to the current WorkKeys 2.0 three-domain skill categories. There were no content changes between the two versions.

Bryan Toller provided background information around math components included in the updated WorkKeys 2.0 *Applied Mathematics*. AESRP members were presented a comparison of the mathematics blueprints for identifying skill and sub-skill alignment between the former and current WorkKeys assessments. During the presentation, the alignment of the WorkKeys 2.0 *Applied Mathematics* with the Essential Skills requirement definitions revealed alignment. In summary, there was an increase of one additional item from 30 items to 31 items in the current WorkKeys 2.0. There was one content change between the two versions, in which “divide negative numbers,” will no longer be assessed in WorkKeys 2.0.

Josh Rew presented a summary of the technical changes as they apply to reliability and validity. In reviewing the technical changes the average standard error measurement between the two versions was similar. The validity study revealed the correlations were relatively similar. Outcomes were also similar in correlation. The general quality of the assessment demonstrated a robust measurement model that meets sufficient information to estimate scores across ability levels. Both the form equating and test fairness quality represented appropriate methodology of measurement. Overall the technical quality between the two WorkKeys versions was similar.

Steve Slater presented a linking study between the two WorkKey versions. The linking study utilized the method of equi-percentile conducted in spring 2017. More than 800 students participated in either WorkKeys 1.0 or WorkKeys 2.0. A concordance between the two randomly assigned assessments forms were linked by defined scale scores. The original measure, Reading for Information, required a scale score of 79 to reach Level 5 (adopted by Oregon State Board of Education as the Essential Skills standard). The new scale score of 79 represents a comparable degree of rigor with the previous score. However, the scale score represents a Level 4. The original measure, Applied Math, required a scale score of 78 to reach the Level 5 threshold. The concordance study indicated that a scale score of 78 on the original Applied Math measure is linked to a scale score of 79 on the new Applied Mathematics measure, representing a comparable degree of rigor.

**V. 10:05 – 10:15 Other Standardized Assessment Proposal Recommendation:  
WorkKeys Workplace Documents and/or Applied Mathematics**

Marilyn Williams made a motion to approve WorkKeys 2.0 *Workplace Documents* with a score of 79 for the Reading Essential Skills achievement standard. John Bouchard seconded the motion. The motion passed with 11 in favor, 2 opposed, and 2 abstaining to make a recommendation of 79 as a cut score to the State Board of Education for meeting Reading Essential Skills using WorkKeys 2.0 *Workplace Documents*.

Marilyn Williams made a motion to approve WorkKeys 2.0 *Applied Mathematics* with a score of 79 for the Mathematics Essential Skills achievement standard. Marie Shimer seconded the motion. The motion passed with 12 in favor, 0 opposed, and 3 abstaining to make a recommendation of 79 as a cut score to the State Board of Education for meeting Mathematics Essential Skills using WorkKeys 2.0 *Applied Mathematics*.

At the January 17, 2018 State Board of Education meeting, ODE will communicate the WorkKeys 2.0 information and recommendations from AESRP members for meeting Essential Skills requirement.

**VI. 10:15 - 10:25 Local Assessment Option Guidance**

Josh Rew provided an update on the Local Assessment Option per OAR 581-022-2115(15). Recently there has been a growing interest in districts wanting to pursue the Local Assessment Option for students meeting Essential Skills requirements. Therefore, ODE intends to produce guidance concerning established professional and technical standards. This guidance will be included in the updated *2018 – 19 Essential Skills and Local Performance Assessment Manual*. As ODE develops this guidance, AESRP will be engaged to provide ODE with feedback and edits.

Bryan Toller communicated an opportunity for AESRP members to participate by providing ongoing feedback as this guidance document is developed. AESRP members will contact either Josh Rew or Bryan Toller via email communication to express interest.

**VII. 10:25 Adjourn**

The meeting was adjourned at 10:25 am.