

Spring AESRP Meeting

Meeting Minutes
April 8, 2016

Friday, April 8, 2016

Panel Members Present:

John Bouchard, Lori Brown, Ralph Brown, Sarah Cunningham, Robin DeLoach, Kathy Hall, Ellen Irish, Molly Little (for Tiffany Shireman), Jay Mathisen, Chad Putman (for Dawn Granger), Laurie Ross, Jordan Ruppert, Jill Summerlin, Larry Susuki, Marilyn Williams, Michelle Zundel

Facilitating: Cristen McLean, Bryan Toller

Welcome and Agenda Overview

Cristen McLean called the meeting to order at 9:04 a.m. and reviewed the agenda.

I. Review of Minutes

Marilyn Williams motioned to approve the minutes in January 8, Michelle Zundel seconded the motion. All were in favor. None were opposed. Motion passed.

II. Revised Assessments: Plan to Aspire

Cristen McLean reviewed that the Plan assessment, which was approved as an Essential Skills assessment option for reading and math, has been discontinued and ACT has developed the Aspire assessments. Cristen informed panelists that today would be an opportunity to review the content of Aspire and determine if it matched onto the Essential Skills definitions and, if so, identify the Aspire score that is concordant with the previously approved Plan score, pending a review by AESRP of the concordance study information. Cristen informed panelists that for the reading section of Aspire she would be going through slides and notes developed by the ELA specialist, Ken Hermens. Cristen navigated through slides where the left side of the screen presented parts of the Essential Skills definition and the right side showed descriptions of Aspire reading assessment that match to that part of the definition. Participants asked where the test information came from and Cristen explained it was from the technical documents provided by ACT. Participants discussed the test matched to some but not all of the bullets and that this had been the case with other reading tests that have been approved. When Cristen asked for a temperature check on whether the panelists would be interested in a motion for Aspire reading the response was mixed and panelists requested more information be presented at a subsequent meeting.

Bryan Toller informed panelists that for the math section of Aspire he follow the same process as Cristen had completed. He facilitated the group through a review of the math slides. Participants again discussed that the test matched to some but not all of the bullets and that more information about modeling and examples of items was needed. When Cristen asked for a temperature check on whether the panelists would be interested in a motion for Aspire math, the response was mixed and panelist requested waiting until more information was presented at a subsequent meeting.

IV. PSAT Preliminary Concordance

Cristen McLean reviewed how concordance studies are used to identify scores on different tests. Cristen also explained that PSAT has been an approved assessment and the discussion today is whether to approve the revised assessment and concorded scores from the preliminary concordance study.

About 60 percent of students take the PSAT in Oregon. The preliminary concordance study was based off of results from 3 million students. Based on the preliminary concordance, there was an identification of matched scores. The score that is equivalent to the former PSAT on math and the score on the reading that's equivalent to PSAT on reading. The final concordance study evidence will be coming in mid-May.

Cristen and Bryan provided an overview of the changes on the revised PSAT as matched to the Essential Skills definition. The only question that was provided was about whether the reading passages were culturally relevant and diverse. Cristen responded that she did not have information available to answer the question during this meeting but could follow up.

Jay Mathison motioned to recommend the adoption of new PSAT reading test as an assessment option for the reading Essential Skill with an achievement standard score of 24 for students pursuing graduation in 2016 and have fall 2015 test scores and, pending confirmation through final concordance study, adoption for all cohorts. Molly Little seconded the motion. All were in favor. None were opposed. Motion passed.

Ralph Brown motioned to recommend the adoption of new PSAT math test as an assessment option for the math Essential Skill with an achievement standard score of 24 for students pursuing graduation in 2016 who have fall 2015 test scores and, pending confirmation through final concordance study, adoption for all cohorts. Marilyn Williams seconded the motion. Motion passed.

Panelists discussed whether they had been inconsistent in their review of PSAT as compared to Aspire and were too critical about Aspire. Other participants discussed that the reason for the difference was that Aspire is a new test whereas PSAT was just revised.

V. Modified Test Scores on Other Standardized Assessments

Cristen McLean updated participants on the status of the modified test scores for other standardized assessments. During the January meeting AESRP recommended that other standardized tests could be used from students seeking a modified diploma with a modified achievement standard. Oregon Department of Education took this recommendation back to the staff and worked on developing a plan for implementing then found that more information is needed in order for this recommendation to be moved forward. For the process of setting a modified achievement standard for the Essential Skills, there is a need to have some reference point by which the person could say what is a reasonable achievement standard on the test and how that's done on the state test is percentile. For a student who has taken a state test over multiple years, the IEP team can look at the percentile where the student was at previous state test administration, and identify a modified achievement standard for the state test for that student based on their previous performance. Because there aren't any other standardized assessments with scales linked to our state test there's not currently a defensible process by which an IEP team could identify a modified achievement standards on one of those tests. Oregon Department of Education is working towards identifying approved assessments options where the number and range of Oregon students who completed the test is sufficient for conducting scale linking studies. Currently PSAT is the most likely candidate.

VI. ACT English/Writing score combinations

Cristen McLean explained that Oregon Department of Education has received questions about whether a student could use his or her highest score from the English and Writing portions of the ACT if the student took multiple administrations of the test. Some panelists stated that the panel has a history of providing each students flexibility and opportunity to demonstrate what he or she can do and that some colleges allow for the use of a super score. Another panelist explained that this would deviate from what the original score (the combined English/Writing score from 2015 and earlier) allowed; originally it was a combination of both on a single test and now this option allows the best of several tests to be combined. Participants discussed this and how this was an unprecedented question for AESRP.

Ralph Brown motioned to allow a student who earned his or her highest score on Writing during one administration and highest score on English during a separate administration be allowed to use these separate highest scores to meet the Essential Skills writing achievement standard. Michelle Zundel seconded the motion. John Bouchard, Lori Brown, Ralph Brown, Sarah Cunningham, Robin DeLoach, Kathy Hall, Ellen Irish, Molly Little, Jay Mathisen, Chad Putman, Laurie Ross, Jordan Ruppert, Jill Summerlin, Marilyn Williams, and Michelle Zundel were in favor. Larry Susuki opposed.

VII. Adjourn

The meeting was adjourned at 10:33 am.