

**Assessment of Essential Skills Review Panel**  
**Meeting Minutes**  
**Friday, April 25, 2014**  
**Oregon Department of Education**

**Meeting Facilitator:** Cristen McLean

**AESRP Members Present:** Laurie Ross, Steve Boynton, Lori Cullen Brown, Charlie Bauer, Marilyn Williams, Larry Susuki, Tim Rupp, Kathy Hall, Steven Christiansen, Nicole Hilton, Don Brown, Michelle Zundel, Ralph Brown

**ODE Staff Present:** Cristen McLean, Steve Slater, Jordan Hermens, Rudyanne Lindstrom, Ken Hermens, Jessica McGraw

**I. Welcome and introduction of members:**

The meeting began at 9:00 a.m. Cristen welcomed the AESRP committee. Cristen provided some general ODE updates since the January WebEx and introduced ODE staff in the room.

**II. Approval of minutes:**

Motion to approve the minutes of the January meeting was made by Michelle Zundel, Steven Christiansen seconded, passing all in favor.

**III. CCSS and Work Samples**

Cristen described the process and reasoning behind reviewing the math, reading, and writing scoring guides and the task development guidelines to reflect the common core.

*Writing and Reading*

Ken shared that ODE has been working on this for several months to evaluate the writing and reading materials. He has been making sure that the scoring guides, particularly in writing, were written to match the old Oregon standards and to make sure with the transition to Common Core State Standards that we still have a high degree of alignment and they are equally applicable to the Common Core as they were to old Oregon standards. He'll further that work and bring a formal group together to look at specific grade-level standards and come up with recommendations based on that work.

Ken addressed the Smarter Balanced rubrics and the work he's done at PLT conferences. The question he has been getting most often is, "should we be using the Smarter Balanced rubrics instead of the Oregon scoring guide?" Ken described that Smarter Balanced has two components to their tests: the CAT (computer adapted testing) portion and the Performance Task that's on the end of that. The CAT test actually includes writing items that are separate from the Performance

Task and includes some potential multiple choice questions, and short constructed response questions, which those scores are then combined with the score on the rubric to give the overall writing score. Therefore, the intention of the Smarter Balanced rubric is to pick up additional information to what's on the CAT score, so it only gives a partial view of what writing is. Secondly, the Smarter Balanced rubrics were intended to score and give a point value to student responses but there aren't any cut scores on it. If you look at it, many people assumed that a 4 meant that it's exemplary or meets the standard, a 3 means, etc. But no such attempt was made in that language to attach any sort of achievement level to each of those scores, so individually they mean absolutely nothing. Students will not get just a Performance Task score from the Smarter Balanced test. The students will get an overall writing score and the writing score will contribute to the overall ELA score, so again, it's not even meant as a composite mean to figure out a student performance level. They are still in draft form so there are a multitude of reasons why Ken stressed NOT to assume that the Smarter Balanced rubrics should take the place of the Official Scoring Guide, they have very different purposes and the Smarter Balanced rubrics are very much in flux.

Cristen explained that the process for math will be much more simplified because the math scoring guide was developed looking towards the Common Core. The three questions guiding the math revision process are: Is there content in the Math Scoring Guide that is not Common Core State Standards based? If there is, then that's cause for revision. We want to make sure everything assessed can be directly tied to a standard. Are there Common Core State Standards components that are missing in the scoring guide and could be added? Sections of math that can be identified that we have not yet included. What needs to be in the guidance around task development in order for a task to really represent the spirit of the Common Core and the math practices? Taking a holistic approach to the content looking at both scoring guide and task guidance and math problem solving tasks and that they really represent the full Common Core spirit.

Members discussed the need for staff development for the transition to Smarter Balanced. Ken and Bryan will be presenting at Summer Assessment Institute there will be staff development during the school year next year. Members discussed feeling like they're behind in the schools regarding how to teach teachers how to teach to Smarter Balanced. Members discussed the classroom activity part of Smarter Balanced, considerations around student attendance and the formatting of the score reporting categories for Smarter Balanced.

Members asked about the timeline for the scoring guide revisions and Ken described that the scoring guides should be complete in the fall so as to collect samples at the beginning of the year to use for validation.

#### **IV. Embedding Work Samples in Curriculum**

Committee discussed whether it is reasonable that work samples can be embedded into the curriculum and extend over multiple periods, include students bringing in

research from outside of class. Two options for how security can be maintained are the teacher checking student progress throughout completion of the work sample and reviewing any content brought into the assessment setting. What are concerns, considerations, thoughts around this?

Members discussed that embedding allows teachers to teach skills that relate to the work sample up to the time the work sample prompt is presented and that embedding adds a lot of benefits such as teaching skills and structure. Concerns were raised about maintaining test security with outside resources. Some members described that they have been very successful in implementing writing work samples in all content areas, but keeping students from asking for help or feedback between sessions is very difficult. Others stated that embedding work samples into the curriculum is totally "doable" but having students bring into outside research in and "forcing" teachers to keep track of that is probably too much work. Members discussed that on some levels, it's no different than the state writing test when it takes 2-3 days for them to complete. Any student can go home and then come back the next day and write more or write differently because of what they talked about. One member shared that they have a full staff implementation of work samples embedded throughout the curriculum; it took a lot of work to put into place, but it is worthwhile because students see those work samples as authentic parts of learning rather than a separate test.

Ken added that the answer is a little different in Writing and Reading than Mathematics because Mathematics has a definite strategy and a right answer to the problem that could be shared between students outside of class. What Smarter Balanced does is simulated research where they provide a list of resources that students choose from so the teacher can control the resource that students have access to and they already know the resources and how they have been written and they can easily differentiate the difference between students' work and just lifting things from the text. So it answers a lot of the problems if you do work ahead of time and put resources together ahead of time.

## **V. Coordinating Assessment Requirements**

Cristen shared that some of the major assessment requirements that are on people's radars for the upcoming year are the interim and formative assessment requirements for Smarter Balanced, the educator effectiveness assessment requirements, and the local performance assessments and Essential Skills. Work samples co-exists along with the other requirements and something we've been grappling with is when assessments aren't coordinated well we're losing instructional time for teaching Essential Skills. What Work Sample task development guidance would be helpful in enabling teachers to coordinate assessment purposes? Members discussed that training would be helpful, but the biggest need is TIME. Teachers need a lot of time to create these work samples. Members shared that ESDs are doing good work in some of their regions. Members shared some of the training they have been using, including developing creating SBAC-like assessments and practice materials. Members

discussed that if teachers become comfortable developing assessments then they would be able to more readily embed these into their curriculum. The need for training in cross-curricular work sample development was also brought up.

**VI. Concordant Validity with Assessment Transition**

Cristen introduced the topic and how previously AESRP evaluated the alignment between OAKS and alternate assessments and now they're evaluating concordant validity between OAKS and Smarter Balanced. The step in the concordant validity process they are looking at today is determining the process for identifying the cut score on the alternative assessment that would match the OAKS "meets" score so they're not increasing rigor. Cristen will send the detailed Word document to committee members within the next week.

Cristen described the following timeline:

Ⓢ TIMELINE and PROCESS

|      | Month     | Smarter Balanced Activity | Transition Methodology Activity                  | Engagement with Committees                     |             |                              |
|------|-----------|---------------------------|--|--|-------------|------------------------------|
|      |           |                           |  | State Board                                    | AESRP       | Technical Advisory Committee |
| 2014 | April     | Field Test administration |  | 1 <sup>st</sup> read of Transition Methodology | Review plan |                              |
|      | May       |                           |  | 2 <sup>nd</sup> read of Transition Methodology |             |                              |
|      | June      |                           |  |  |             |                              |
|      | July      |                           |  |  |             |                              |
|      | August    |                           | Develop qualitative standard setting methodology |  |             | I                            |
|      | September |                           |  |  | Review plan | Review plan                  |
|      | October   |                           | Initial cut score linking                        | Informational update                           |             |                              |
|      | November  |                           |  |  |             |                              |
|      | December  | Field Test results        |  |  |             |                              |

In the transition methodology there will be three methods: qualitative, cut score linking, and direct linking. This year we will conduct the field test and then engage with the State Board and AESRP about field test results. Field test results will be used in the direct-linking study. In Spring 2015 ODE will conduct the qualitative standard setting and it will be right at the brink of test administration. In May we'll revisit the cut score linking. Then we will connect with educators across the state and bring back those findings to AESRP. The earliest timeline would be presenting the new achievement standards to the state board for adoption in August 2015 with adoption in September 2015. This is contingent on steps proceeding, but the earliest timeline would coincide with the test results from Smarter Balanced.

Members discussed the time line and asked about which cohort this would impact. The assessment will not be administered to next year's seniors; they will have a 12<sup>th</sup> grade OAKS administration in 2014-15. Smarter Balanced will impact 11<sup>th</sup> graders in 2014-15. Cristen will send out the timeline next week and it will be the last task of the year and would like everyone to review it and give feedback.

**VII. Graduation Policy Update**

Cristen introduced the Bi-Literacy Seal the state has formally announced and how this will be tested. In addition to the Bi-Literacy Seal, we received information from the Federal government regarding FAFSA for Modified Diploma recipients so we are pursuing that.

**VIII. College and Career Readiness Assessments and Work Sample Bank**

A Strategic Initiative will be distributed between four bodies of work, a technical assistance provider who will be developing training modules for for standard-based assessments in ELA and Mathematics (Berkeley Evaluation and Assessment Research Center), an online system developer contract (portal for resource sharing), district contracts (four districts to participate in trainings directly and develop assessments for grade 3-12), and a Work Sample bank (35 reading, writing, and math samples with scored student work for five of each that would be available statewide alongside assessment features within the Portal online system). The four districts will be selected based on their demographics and how they align to the entire state and the early and late adopters of Common Core Standards.

**IX. Communications**

Jessie introduced herself and her work in a general. She discussed survey results from the spring, which she used to build a survey for a broader audience to investigate communications between districts, schools, and parents, and investigating our ODE communications with districts. The goals were to build a strategic communications plan based on feedback. In addition, to gain perceptions and frustrations on usefulness of tools and what needs have not been met. There is a strategic communication plan that has 10 plus strategies. In general, based on trends, the new plan will accomplish proactivity and transparencies and high information spread and to develop more direct lines of communications out to parents.

**X. Work Sample Sharing Spreadsheet**

Cristen discussed the purpose of the spreadsheet and the progress of updating the spreadsheet, which should be complete by the end of May (more information will be provided in the Assessment and Accountability Update).

**XI. Adjourn**

The meeting was adjourned at 11:21 a.m.