

Oregon State Board of Education

August 17, 2016

<p>SUBJECT: Revisions to the Official Writing Scoring Guide/OAR# 581-22-0615 Assessment of Essential Skills</p> <p>STAFF NAME & OFFICE: Derek Brown, Office of Assessment and Accountability</p> <p>SUMMARY: Second reading of proposed revisions to the Official Writing Scoring Guide and timeline for implementation.</p> <p><input type="checkbox"/> New Rule <input type="checkbox"/> Amend Existing Rule <input type="checkbox"/> Repeal Rule</p>	<p><input type="checkbox"/> Consent Agenda</p> <p><input type="checkbox"/> First Reading</p> <p><input checked="" type="checkbox"/> Action (Adoption)</p> <p><input type="checkbox"/> Information</p>
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BACKGROUND

The Assessment of Essential Skills Review Panel (AESRP) has the responsibility of recommending to the State Board of Education the achievement standards to be used for demonstrating proficiency in the Essential Skills and the State Board of Education has the responsibility of determining whether to adopt the Panel’s recommendations (OAR 581-22-0615).

The current Official Writing Scoring Guide has been in place since the previous English Language Arts standards adoption in 2003-2004. Until 2014, the primary use of this scoring guide was as the scoring instrument for the Oregon Assessment of Knowledge and Skills (OAKS) writing assessment. Currently, the primary use is to score Essential Skills writing Work Samples with a secondary use as an instrument for writing instruction.

Adoption of the Common Core Standards for English language arts and literacy prompted a review of the current Official Writing Scoring Guide to examine its alignment to the standards. A panel of educators was convened to suggest revisions for and review a final draft version. To test the validity and reliability of the draft version of the scoring guide, a study was conducted using approximately 600 pieces of student work. The results using the draft scoring guide were compared to the results generated by the current official writing scoring guide on the same set of student work. The study revealed that the two guides are comparable in rigor and are equally reliable in terms of their application to student work.

A field test of the draft scoring guide reflects that it meets criteria for reliable scoring and staff is proposing that it be adopted by the State Board for use as the scoring instrument for Essential Skills Writing Work Samples.

AESRP’s Recommendation

The revisions to the Official Writing Scoring Guide and results from the preliminary scoring guide study were reviewed by AESRP at their 2014-15 fall, winter, and spring meetings. Results from the final scoring guide study were reviewed at the AESRP’s June 1st meeting. Based upon these reviews and discussion AESRP recommends the adoption of the revisions to the scoring guide for use in scoring Writing Work Samples. In order to allow for a year of transition for scoring guide implementation, AESRP also recommends that both the current and revised scoring guide be allowed during the 2016-2017 school year for scoring Essential Skills Writing Work Samples. The

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now draft scoring guide would then become the only and official writing scoring guide allowed for scoring work samples beginning in the 2017-2018 school year.

SUMMARY OF PREVIOUS BOARD ACTION

The first read of the results from the comparative study of official and draft writing scoring guides as well as the AESRP recommendation was presented to the State Board on June 23, 2016.

POLICY ISSUE OR CONCERNS (IF APPLICABLE)

As a result of adoption of the revised version of the scoring guide, the board may wish to consider issues relating to implementation. As an initial step, ODE staff plan to develop sample materials to calibrate individuals in the use of the revised scoring guide. Beyond those supporting documents, there are no other resources currently allocated to support the transition to a new scoring guide.

CHANGED SINCE LAST BOARD MEETING? (IF APPLICABLE)

- N/A; first read—hasn't been before board
 No; same as last month
 Yes - As follows:

EFFECT OF A "YES" OR "NO" VOTE (AS APPROPRIATE)

EFFECT OF YES VOTE: If the board adopts the revised version of the writing scoring guide, schools and districts would be able to use this revised, Common Core-aligned version for evaluating the writing Work Samples for Essential Skills, thus increasing the match between the Work Sample content and the content in the Common Core-based English language arts courses in the school.

EFFECT OF NO VOTE: If the board does not adopt the revised version of the writing scoring guide, schools and districts would not be able to use this revised, Common Core-aligned version for evaluating the writing Work Samples for Essential Skills, thus the gap between Work Sample content and the content in the Common Core-based English language arts courses in schools will continue to exist.

STAFF RECOMMENDATION

- Approve Approve next month No recommendation at this time

Hearing Date:

Prompted by:

- State law changes Federal law changes other
Revisions to the State Standards for English language arts.

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FISCAL ANALYSIS (AS APPROPRIATE)

Oregon Department of Education will need to develop additional scoring guide training materials to support the implementation transition. Schools and districts will need staff who are currently responsible for scoring writing Work Samples complete additional training. The amount of time required for the additional training has not yet been projected so the fiscal impact cannot be accurately assessed. Training on the revised writing scoring guide could be considered as an update or refresher training because it builds upon existing training staff complete with the current scoring guide, as well as on the staff's knowledge of the Common Core expectations. Therefore, it is reasonable to assume that additional training on a new scoring guide would require less time than training a person on the Writing scoring guide for the first time.

ATTACHMENTS (e.g., OAR with “track changes” ...)

Attachment 1: Draft Writing Scoring Guides for argumentative and narrative writing. Please note that revisions are indicated in red.