

STATE BOARD OF EDUCATION – TOPIC SUMMARY

Topic: Smarter Balanced Achievement Levels

Date: December 11, 2014

Staff/Office: Doug Kosty, Asst Supt; Derek Brown, Director of Assessment; Jon Wiens, Manager of Accountability Reporting, Office of Learning, ISAA Unit

Action Requested: Information/ First Read Adoption Adoption/Consent Agenda

ISSUE BEFORE THE BOARD:

The Smarter Balanced Assessment Consortium has completed achievement level setting activities, and on November 14, 2014, the consortium approved achievement standards. Member states must now have the opportunity to review the consortium approved achievement standards and consider adoption accordingly.

BACKGROUND:

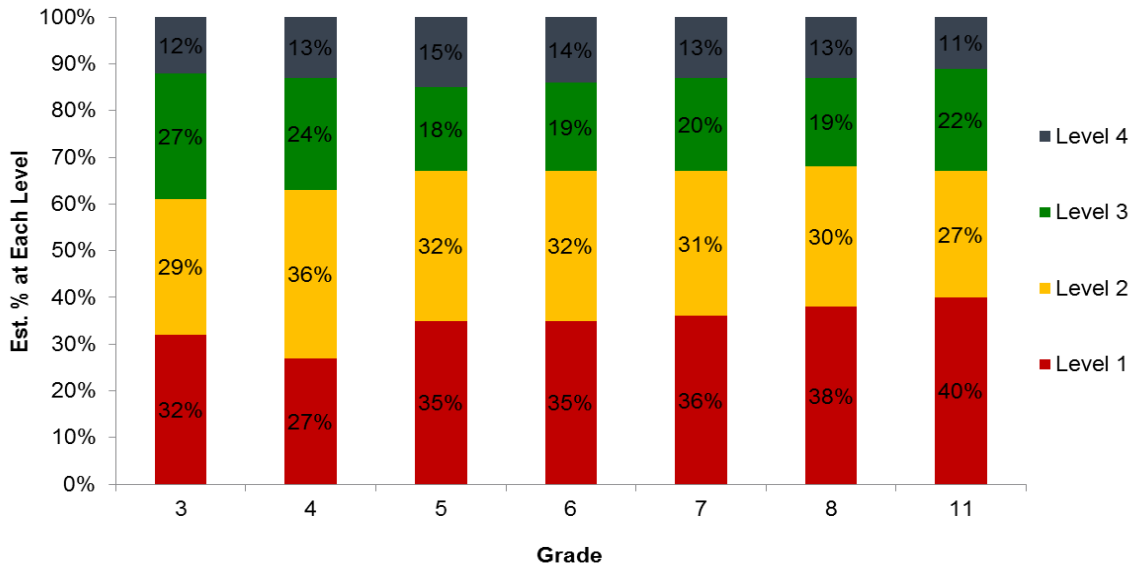
Oregon has been a Governing State in the Smarter Balanced Assessment Consortium since 2010. During that time, Oregon educators and state agency staff members have contributed to various components of the Smarter Balanced assessment development process. More than 500 Oregon educators have participated in test development and achievement level setting activities, as well as assisting with the creation of other instructional and assessment related resources.

In October 2014, Smarter Balanced facilitated achievement level setting activities with the assistance of over 3000 educators, parents, and business representatives across the consortium. In addition, Smarter Balanced coordinated with Measurement Incorporated and CTB/McGraw-Hill to ensure industry best practices were utilized. The primary method used to set the achievement levels was bookmarking, the most widely used procedure for setting achievement level “cut scores” on standardized tests. There were three primary phases of achievement level setting: online, in-person, and vertical articulation (each of these phases will be discussed in more detail during the briefing). Following these activities, the process was reviewed and endorsed by a national Advisory Panel and Technical Advisory Committee.

Recommended achievement levels and consortium level impact data based on the Smarter Balanced field test last spring are provided below.

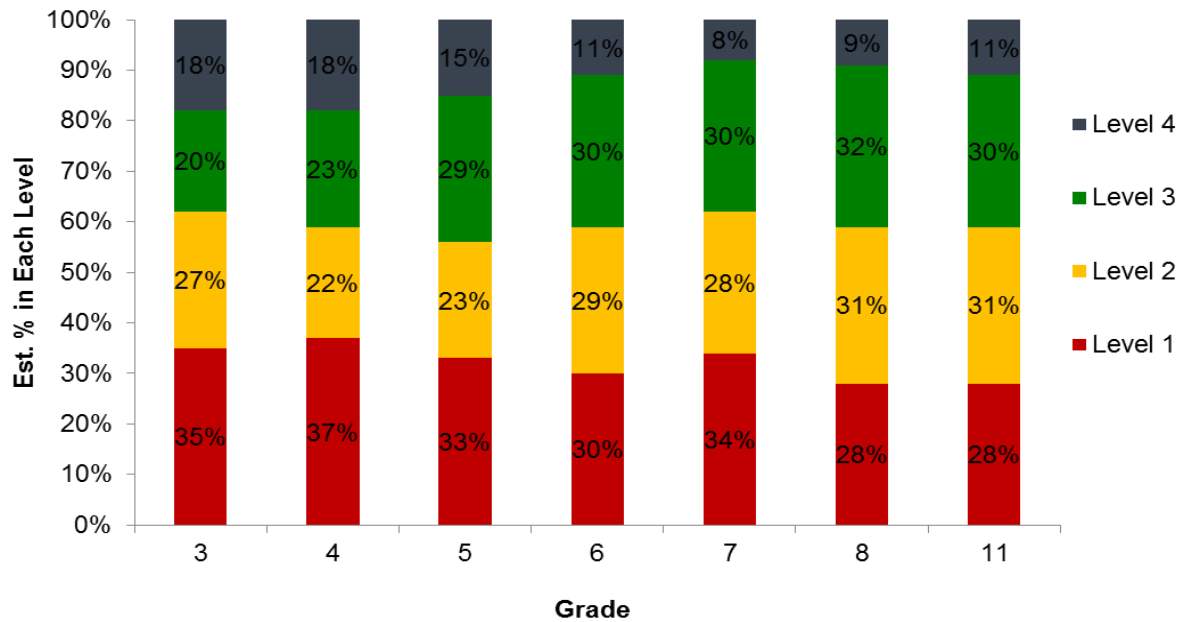
Mathematics

Mathematics Scale Score Thresholds			
Grade	Level 2	Level 3	Level 4
3	2381	2436	2501
4	2411	2485	2549
5	2455	2528	2579
6	2473	2552	2610
7	2484	2567	2635
8	2504	2586	2653
11	2543	2628	2718



English Language Arts/Literacy

English Language Arts/Literacy Scale Score Thresholds			
Grade	Level 2	Level 3	Level 4
3	2367	2432	2490
4	2416	2473	2533
5	2442	2502	2582
6	2457	2531	2618
7	2479	2552	2649
8	2487	2567	2668
11	2493	2583	2682



Comparing Smarter with OAKS

At grade 11, the Smarter Balanced impact data suggest that approximately 33% of consortium students will meet or exceed the Level 3 standard in mathematics, and 41% in ELA/Literacy. By applying the same percentages to the 11th grade OAKS score distributions in mathematics and reading, the OAKS scores in the table below are equivalent to the respective Smarter Balance performance levels. (Note: this relies on evidence presented earlier that Oregon is close to the consortium average.)

Smarter Cut Scores Grade 11	Reading OAKS equivalent	Math OAKS equivalent
Level 4	252	248
Level 3	243	241
Level 2	238	237
OAKS Cut Scores Grade 11	Reading	Math
Exceeds	247	251
Meets	236	236

POLICY QUESTIONS:

Individual Accountability – ODE staff will receive data from the Smarter Balanced field test in early December 2014. Those data will be used to create a direct link and better understand the relationship in achievement between OAKS and Smarter Balanced. This analysis will be reviewed by content experts and policy stakeholder groups, leading to Essential Skills

recommendations to the State Board in spring 2015. ODE anticipates that recommendations will include adopting a separate set of Smarter Balanced cut scores equivalent to the “meets” OAKS scores at grade 11 (236 for reading and math) to be applied for purposes of individual student accountability for Essential Skills graduation requirements.

Systems Accountability – Given the differences in expectations and likely percentages of students reported as proficient based on Smarter Balanced test results, ODE staff will facilitate the process to revise Annual Measureable Objectives (AMOs) to better reflect the new Smarter Balanced cut scores and align AMOs with state policy.

STAFF RECOMMENDATION: No recommendation at this time, ODE staff anticipate recommending an adoption of the Smarter Balanced achievement levels at the January 22, 2015 State Board meeting.