OFFICE OF LEARNING

# OAKS
## Assessment and Accountability UPDATE

DEREK BROWN, ASSISTANT SUPERINTENDENT, ASSESSMENT & ACCOUNTABILITY   **www.ode.state.or.us/go/assessmentupdate**   **March 3, 2016**

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## Weekly Count of Administered TESTS
### Final Numbers as of March 2, 2016

|  | STARTED | COMPLETED |
|---|---|---|
| ELA CAT | 1,290 | 913 |
| MATH CAT | 661 | 450 |
| ELA PT | 1,047 | 596 |
| MATH PT | 553 | 499 |
| Science | 25,703 | 24,045 |
| Social Sciences | 728 | 520 |
| ELPA21 | 31,945 | 22,763 |
| TOTAL | 61,927 | 49,786 |
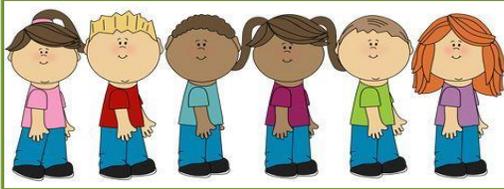


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| IMPORTANT DATES FOR THE WEEKS AND MONTHS AHEAD | |
|---|---|
| **JANUARY 5 – JUNE 10** | OAKS Online Testing Window for Science and Social Sciences |
| **JANUARY 25 – MARCH 4** | Testing Window for NAEP in selected schools |
| **FEBRUARY 9 – APRIL 19** | English Language Proficiency Assessment for the 21st Century (ELPA21) K-12 Testing Window |
| **FEBRUARY 9 – JUNE 10** | Smarter Balanced Testing Window for English Language Arts (ELA) and Mathematics |
| **FEBRUARY 18 – APRIL 28** | OAKS Extended Assessment Testing Window for ELA, Mathematics, and Science |
| **FEBRUARY 26 – MARCH 4** | ODE will forward the template to districts that have registered for Logramos with format for submission of background information on participating students. |
| **FEBRUARY 18 – MAY 13** | OAKS Extended Assessment Data Entry Window for ELA, Mathematics, and Science |
| **MARCH 1 - 11** | Districts submit to ODE demographic information for students participating in Logramos |
| **MARCH 10 – APRIL 8** | Spring Collection Window for Staff Assignment 2015-16 |
| **MARCH 18 @ 5PM – 20 @ 7PM** | OAKS Online Test Delivery system (including Practice Tests) and Online Reporting System (ORS) offline for scheduled maintenance |
| **MARCH 31 – APRIL 25** | Report Validation Window for Staff FTE, Staff Ethnicity 2015-16 |
| **APRIL 19** | ELPA21 Window Closes |

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# ODE Now Accepting Applications for ESSA Workgroups REPEAT

The Oregon Department of Education (ODE) is bringing together four central workgroups to help inform the implementation of the Every Student Succeeds Act (ESSA). ESSA, which replaces No Child Left Behind (NCLB), was signed into law by the President in December and affords states additional flexibility in the design of state assessment and accountability systems. The four ODE workgroups are: Standards and Assessment, Accountability, Educator Effectiveness, and School and District Improvement. Each workgroup will review Oregon's current system and make recommendations regarding areas of flexibility and opportunity.

Groups will meet in person in Salem from April to June 2016 and will explore aspects of the new law, with a particular focus on how to leverage available flexibility to ensure equitable opportunities and outcomes for all of Oregon's students. The work groups will make recommendations to the internal ODE ESSA Leadership Team regarding policy and implementation strategies to inform Oregon's ESSA State Plan. The estimated time commitment is 20-30 hours over the three months and some travel may be required. Reimbursement for substitutes and travel expenses will be provided. Each group will consist of 20-25 individuals, selected with an eye to ensuring a balanced group that represents a range of expertise as well as the geographic and cultural diversity of our state. The workgroup meetings will kick-off with an initial convening the first week of April.

Individuals interested in serving on one of these workgroups will need to submit the following:
- A brief online questionnaire containing your contact information and statement of interest
- A resume or bio
- Signed documentation from your school or organization indicating support for your participation (if applicable)

To apply, simply complete the online questionnaire here. The resume/bio and statement of support can be attached and uploaded at the end of the questionnaire form. **Please submit all application materials no later than Sunday, March 6, 2016.** If you have any questions or issues completing the online application, please contact Jordan Heide at jordan.heide@state.or.us or 503-947-5905.

**Key areas of discussion for each group include, but are not limited to, the following:**
**Standards and Assessment**
- Academic standards in English Language Arts and Math
- Assessment requirements and options at grades 3-8 and the flexibility to use a nationally-recognized assessment in lieu of state assessments at the high school level
- Implications for schools and districts that fail to meet the 95% participation requirement on state assessments

**Accountability**
- Long-term and interim goals for academic achievement on state tests, graduation rates, and English language proficiency for English Learners
- Indicators for school and district report cards including:
  - Academic Indicators: State tests; Student growth or other statewide academic indicator; Graduation rates for high schools; and English language proficiency
  - Measure of School Quality and Student Success: At least one indicator, determined by the state, e.g. student engagement, access to advanced coursework, school climate, others.
- Federal participation requirement (95% participation on state assessments) into the accountability system

**Educator Effectiveness**
- The evolution of Oregon's educator evaluation system
- Ensuring equitable access to excellent educators
- Supporting educators along the career continuum (PreK-20)

**School and District Improvement**
- Refining improvement processes and strategies to support improvement activities
- Defining exit criteria and timelines for identified schools
- Developing collaborative structures to strengthen supports and interventions in identified schools

To learn more about ESSA and Oregon's implementation plan, visit our ESSA website.

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**Test Administration**     www.ode.state.or.us/go/assessment
HOLLY CARTER – INTERIM DIRECTOR OF ASSESSMENT

## No articles this week

■ **ELPA21**

# Preventing ELPA21 Testing Improprieties and Irregularities

Since the ELPA21 test window opened on February 9, ODE has received several test impropriety and irregularity reports that fall in the following categories, in some cases resulting in test invalidation and the loss of the 2015-16 test opportunity:

- Giving students the wrong SSID during the log-in process, causing students to log in and test under another student's SSID
- Giving the student the wrong test, including administering an assessment in a manner that is inconsistent with a student's IEP, giving the wrong test format, or testing a student at the wrong grade level

To prevent these types of issues from occurring in your school, please remember to follow these protocols described in the Test Administration Manual:

- Before approving a student to begin testing, it is crucial that the Test Administrator (TA) verifies that the correct students log in to test under the correct SSID with the appropriate embedded accessibility supports assigned (including domain exemptions for students on an IEP).
- Ensure that the test is securely administered, with the student supervised by a trained TA at all times.
- Ensure that TAs do not review, analyze, or provide students with feedback regarding secure test items.
- Ensure that student's tests are paused during breaks so that no secure test items or confidential student information is displayed.

Should a potential test impropriety or irregularity occur, ensure that all impacted tests are immediately paused pending investigation and resolution consistent with the requirements in Section 3 of the Test Administration Manual. For a more thorough description of test security requirements and test impropriety consequences, please review Sections 2 and 3 of the Test Administration Manual.

# ELPA21 Recruitment Re-Opened: Contrasting Groups Study

The ELPA21 consortium is continuing to recruit for participants in the Contrasting Groups Study, which will take place during the months of March and April. ODE seeks additional teacher participants, particularly in grades 6 through 12. If you have previously submitted your information to participate, there is no need to reapply. All previous applicants should have already received a response from the vendor (Pacific Metrics).

Here is the information regarding the study and how to participate:

The Oregon Department of Education, as a member of the ELPA21 consortium, is seeking educators to participate in a Contrasting Groups Study during March & April 2016. This Contrasting Groups Study will ask educators to evaluate their current English Learners' English proficiency in relation to newly-drafted ELPA21 policy descriptors, and to share those educated judgments with us. The educators' approximations of language proficiency will then be compared to student performance on the 2015-16 ELPA21 Assessment as part of a standards setting ("cut scores") event in July 2016. At that event, the consortium will set cut scores for the ELPA21 assessment. The consortium will also finalize ELPA21's policy descriptors and performance descriptors at that time. The key educator input from this contrasting groups study will inform the final ELPA21 descriptors and the first cut scores that will measure our students' performance on ELPA21 and inform program exiting decisions. The study will also provide an important professional development opportunity for Oregon educators to work with the new descriptors and to internalize performance targets.

Potential participants should be current educators who are working in a K-12 classroom-level environment with identified English Learners who are receiving ELD instruction (no waivered or monitor students). To apply, educators will need to complete an online application, estimated at 15-20 minutes. Once the educator is confirmed for participation in the study, the study's vendor, Pacific Metrics, will send information about the orientation webinar. Once that 1-hour training is complete, educators can begin sharing information about the ELs they teach, via a confidential online system.

Participating educators are asked to submit information on as many students as possible. The recruitment period for this study has been reopened. The recruitment closing date is **March 25, 2016.** The study itself is already underway, and will close in Oregon on **Friday, April 15, 2016**. Proficiency judgments can be entered at any time during the study window, but it is ideal if the approximations are made as closely as possible to the student participation in the operational ELPA21, and the approximations should be made prior to the student beginning the ELPA21. Total participation time in this study is 2 to 3 hours, depending on the total number of students that the educator includes. Participating educators can earn up to three hours of PDUs (based on the total of student information provided by the individual educator), once all results have been recorded and provided to ODE.

To be considered for participation in this opportunity, please use this link and submit your information on or before the end of the day on **Friday, March 25, 2016.** If you have any questions, please contact Michelle McCoy.

# ELPA21: Changing Segments

Due to the separate domain segmenting on ELPA21 this year, if a student pauses a domain before responding to all items in the final task set of items, the test may restart at the next segment (inadvertently skipping some items) when it is resumed. If this happens, the student will get an error message saying that the test is waiting for the item to load, but the item will not load correctly.

AIR is in the process of repairing this issue and expects it to be resolved this week. In the meantime, the student should click the back arrow to resume testing at the last unanswered question.

# ELPA21 Items: Putting a Box Around a Word

Some ELPA21 tests include listening items that require students to select a word in a sentence. When a response is chosen, a box appears around the word the student has selected.
 For example:

The flower is big

The AIR Help Desk has received reports that on some computers or tablets the response box is not centered directly over the word. If this occurs for any student in your school or district during ELPA21 testing, please assure the student that the response will be recorded correctly even if it is slightly off center, as long as the response box has selected a large portion of the chosen word. If the box is so off center that the student is unable to determine which word is selected, the student will need to pause testing and complete the remainder of the listening segment on a different computer or tablet.

ODE and AIR are investigating a solution to this issue, but since the issue is not occurring on most computers and tablets we need to be careful to come up with a solution that will not impact devices where the items are currently displaying correctly. This will take some time. Correct selections, even with the response box slightly misaligned over the word, will be scored as correct by the computer.

■ **EXTENDED ASSESSMENT**

## No articles this week

■ **KINDERGARTEN ASSESSMENT**

## No articles this week

■ **SMARTER BALANCED**

## No articles this week

■   **SCIENCE AND SOCIAL SCIENCES**

No articles this week

**Accessibility Supports**          www.ode.state.or.us/go/ExtendedAssessments
SARAH DRINKWATER – ASSISTANT SUPERINTENDENT, STUDENT SERVICES

No articles this week

**Essential Skills**          http://www.ode.state.or.us/go/ES
CRISTEN MCLEAN – ASSESSMENT POLICY ANALYST

# Inter-District Transfer of Secure, Restricted Access Work Samples Prohibited

In early 2015, ODE launched a bank of secure, restricted access Work Sample prompts.  As a reminder, **prompts downloaded from the bank may not be transferred between districts**. Downloading these secure, restricted access Work Sample prompts requires users to agree to the security requirements in Appendix D of the *Essential Skills and Local Performance Assessment Manual*.

Sharing the secure, restricted access Work Sample prompts bypasses the user agreement that includes the security and access requirements for the prompts. In addition, each person who accesses the prompts is expected to provide information about how many students received the prompt and how many students passed. Receiving accurate information about the usage of these prompts is essential so that ODE can monitor the impact of the bank and how well each Work Sample prompt is functioning. Sharing the prompts interferes with ODE's ability to collect this information and compromises the security of these resources.

If you have any questions, please contact Cristen McLean at cristen.mclean@state.or.us or 503-947-5842.

# Writing Scoring Guide Training REPEAT

ODE is seeking applicants to participate in a writing scoring guide training at Lane ESD on **March 21 and 22, 2016**. The training is intended for individuals who would like to gain experience scoring Essential Skills writing work samples at the high school level. Applicants should be educators familiar with the Official Oregon Writing Scoring Guide who would like to hone their skills and refresh their calibration.

Successful applicants will be signed on as temporary employees and receive a stipend of $22.93 per hour of work. It is anticipated that the raters will work for a total of 12 to 14 hours over the two days. Priority will be given to hiring secondary ELA teachers, although it is not a requirement for applying. ODE will not be reimbursing for travel or lodging, although districts may choose to do so through their own funding sources.

The application form for this event can be found on the ODE website at: http://www.ode.state.or.us/search/page/?id=5478. The deadline for submitting an application is **March 11, 2016**.

For additional information, please contact Ken Hermens, Language Arts Assessment Specialist (ken.hermens@state.or.us).

## Accountability Reporting
**JON WIENS – MANAGER, ACCOUNTABILITY REPORTING**     www.ode.state.or.us/go/AsmtRpt

No articles this week

## Future Assessment Development
**HOLLY CARTER– DIRECTOR, ASSESSMENT**     http://www.ode.state.or.us/go/assessment

No articles this week

■ **Next Generation Science Standards (NGSS)**

No articles this week