



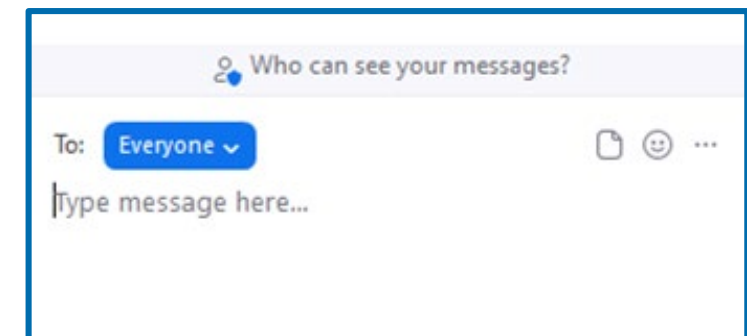
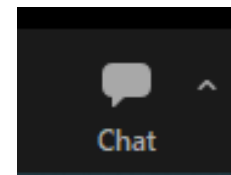
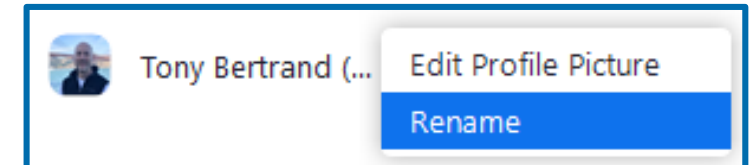
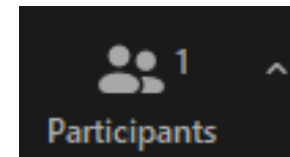
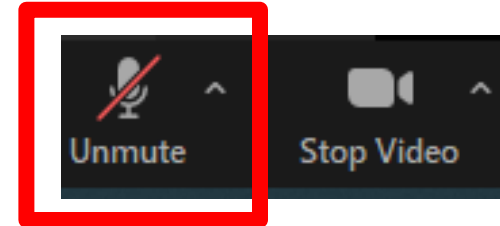
# Effectively Using OSAS Data to Inform Continuous Improvement

ODE Assessment Team  
June 2023


# Pre-Flight Checklist

## *Zoom Meeting features:*

- Please verify your microphone is muted.
- Please rename yourself to include your first and last name, district, and preferred pronouns (if you wish).
- If you have a question during the presentation, please use the chat.




# Optional Notes Organizer

 Google Docs  
  

## Copy document

Would you like to make a copy of **Notes from "Effectively Using OSAS Data to Inform Continuous Improvement" Workshop?**

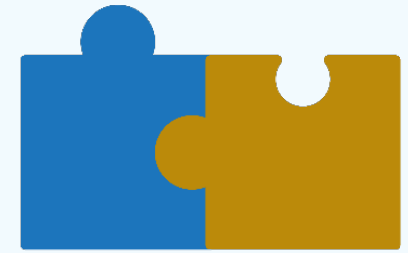
[Make a copy](#)



Make a copy to capture your notes, key learnings, and action steps.



# OSAS Target Trend Reports



ODE has provided OSAS Target Report trainings throughout Oregon for the past several years.

*Target Reports show the performance of student groups within a district or school on grade-level targets compared to proficiency in Oregon State Standards, as well as which of these targets are relative strengths or growth areas.*

# ODE Target Reports *(Now Legacy!)*

3rd Grade English Language Arts	2016-17			2017-18			2018-19			Combined Values	Avg. 3 Year Value
Sample School District	37% of students proficient			33% of students proficient			39% of students proficient				
Claim 1: Reading	Overall Performance	Performance Relative to Proficiency	Performance Relative to the Test as a Whole	Overall Performance	Performance Relative to Proficiency	Performance Relative to the Test as a Whole	Overall Performance	Performance Relative to Proficiency	Performance Relative to the Test as a Whole		
(Informational Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	- =	-	=	- =	-	=	- +	-	+	1	0.33
(Informational Text) CENTRAL IDEAS: Identify or determine a main idea and the key details that support it.	- -	-	-	+ +	+	+	+ +	+	+	4	1.33
(Informational Text) WORD MEANINGS: Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with primary focus on the academic vocabulary common to complex texts in all disciplines.	- -	-	-	- +	-	+	- =	-	=	0.75	0.25
(Informational Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., events, ideas, concepts, procedures; point of view; use of information from illustrations; compare and contrast points or key details) and use supporting evidence as justification/explanation.	- +	-	+	- +	-	+	- =	-	=	1.25	0.42
(Informational Text) ANALYSIS WITHIN OR ACROSS TEXTS: Describe information within or across texts (e.g., events, ideas, concepts, procedures, sequence or cause/effect) or distinguish the author's point of view.	- =	-	=	- +	-	+	+ +	+	+	2.75	0.92
(Informational Text) TEXT STRUCTURES OR FEATURES: Relate knowledge of text features (e.g., maps, photographs) to demonstrate understanding of the text.	- +	-	+	- =	-	=	- +	-	+	1.25	0.42
(Informational Text) LANGUAGE USE: Demonstrate understanding of word relationships and nuances, literal and non-literal words and phrases used in context, or identify connections between words and their uses.	- =	-	=	- =	-	=	- =	-	=	0.75	0.25

# New OSAS Cross-Sectional Target Report



→ *Introducing the Cross Sectional Target Report!* ←

This tool allows districts/schools to select up to three years of OSAS ELA, Math, or Science target data for viewing trends in system performance.



Build Cross  
Sectional Report




# Uses of Cross Sectional Target Reports

1. Analyzing  
Multiyear Trends in  
Overall OSAS Scores  
and Performance  
Levels

Overall and Reporting Category Level Performance

Performance Levels	School Year & Test Reason		
	2018 - 2019	2021 - 2022	2022 - 2023
	Spring 2019 (OSAS)	Spring 2022 (OSAS)	Spring 2023 (OSAS)
Overall			
Average Score	2501	2485	2488
%Level 1	25%	33%	33%
%Level 2	21%	21%	21%
%Level 3	38%	31%	28%
%Level 4	15%	15%	18%

# Uses of Cross Sectional Target Reports

Performance Levels	School Year & Test Reason		
	2018 - 2019	2021 - 2022	2022 - 2023
	Spring 2019 (OSAS)	Spring 2022 (OSAS)	Spring 2023 (OSAS)
+ Overall			
+ 3-Dimensional Earth and Space Science			
+ 3-Dimensional Life Science			
- 3-Dimensional Physical Science			
Average Score	3155 	3143 	3143 
%Below Standard	23%	38%	34%
%At/Near Standard	68%	58%	56%
%Above Standard	9%	5%	10%

2. Analyzing Multiyear Trends in Reporting Category Level Performance



# Uses of Cross Sectional Target Reports

## 3. Analyzing Multiyear Trends in Target Level Performance

Target Level Performance

Targets	School Year & Test Reason					
	2018 - 2019		2021 - 2022		2022 - 2023	
	Spring 2019 (OSAS)		Spring 2022 (OSAS)		Spring 2023 (OSAS)	
	Proficient? ⓘ	Strength? ⓘ	Proficient? ⓘ	Strength? ⓘ	Proficient? ⓘ	Strength? ⓘ
- 1 - Reading						
A. Literary Texts						
Target 01 ⓘ	At/Near	=	At/Near	=	At/Near	=
Target 02 ⓘ	At/Near	=	Above	=	Below	-
Target 03 ⓘ	At/Near	+	Below	-	Below	-
Target 04 ⓘ	At/Near	+	At/Near	=	Below	=
Target 05 ⓘ	Above	+	Below	=	Below	-
Target 06 ⓘ	At/Near	=	At/Near	=	Above	+
Target 07 ⓘ	Below	-	Below	=	Below	-

# OSAS Summative Assessment Webinar Goals

- Understanding OSAS Test Design and Different Layers of Available Data
- Accessing OSAS Data and Cross-Sectional Target Reports
- Using OSAS Target Data to Develop District and School Goals



# Understanding OSAS Test Design and Different Layers of Available Data

# Grounding in Purpose

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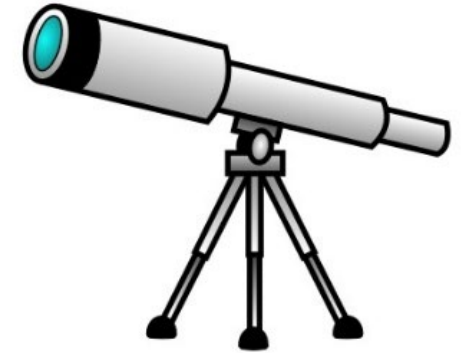
“The Right Assessment for the Right Purpose”

## Summative assessments . . .

- Reflect the full depth, breadth, and complexity of grade level content standards
- Reflect a full continuum of student performance, including features that give ALL students access to show their brilliance

**Summative data** is typically used to inform decision-making on a *systems-level*, such as identifying strengths and opportunities for growth in educational programming within a district or school.

# Layers of OSAS Summative Data



**Overall Scores & Performance Levels**

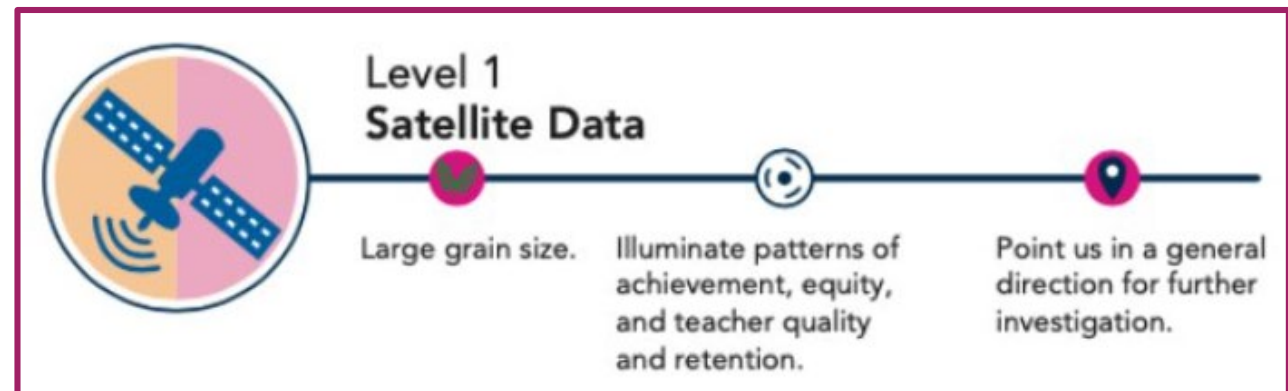
**Reporting Category Scores & Performance Levels**

*Claim Scores (ELA & Math)*

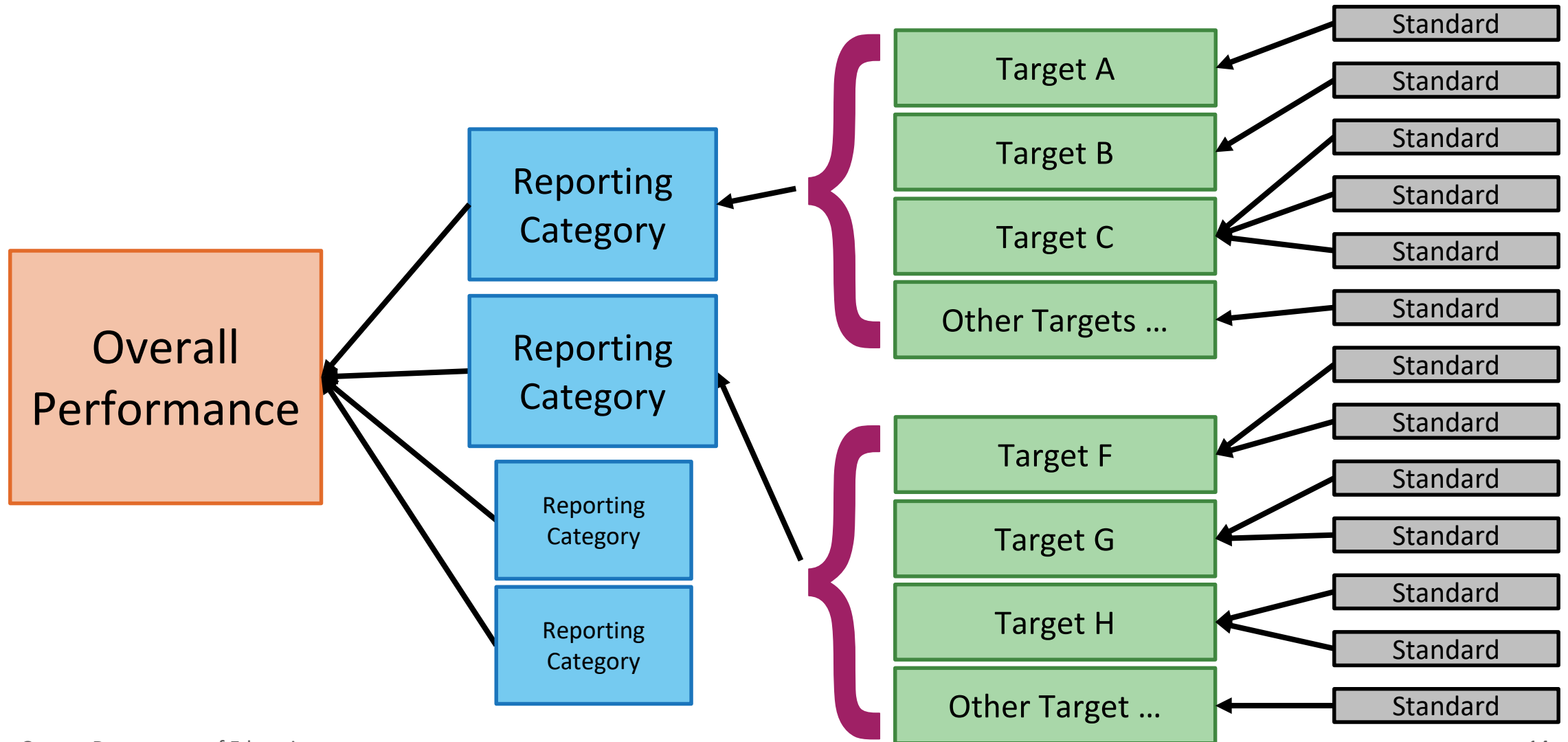
*Domain Scores (Science)*

**OSAS Target Level Performance**

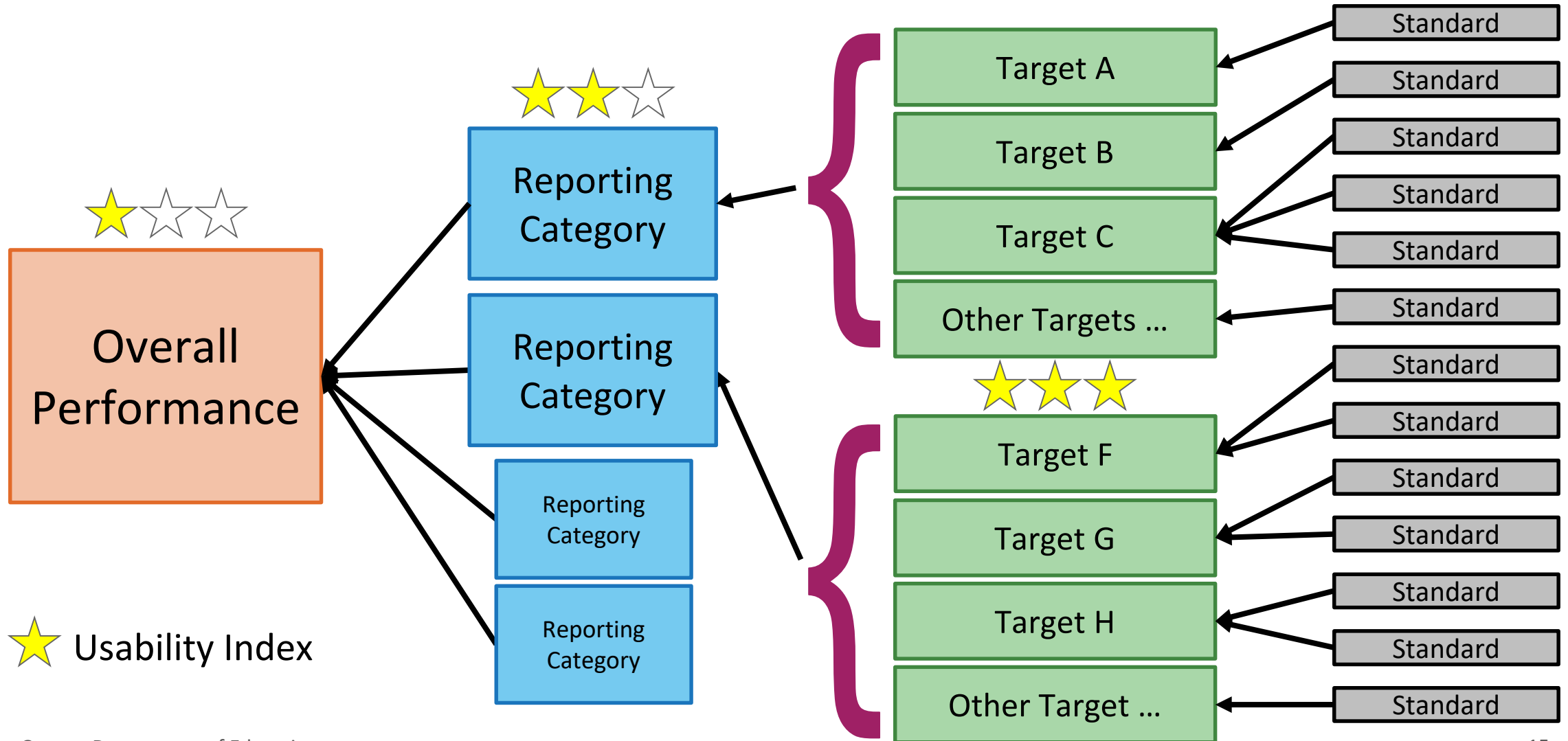
*Above, At/Near, Below*



# Understanding OSAS Test Design



# Connecting OSAS Test Design to Available Data



# Each Deeper Layer of Data Focuses the Image

From Overall Performance . . .



To Target Level Performance

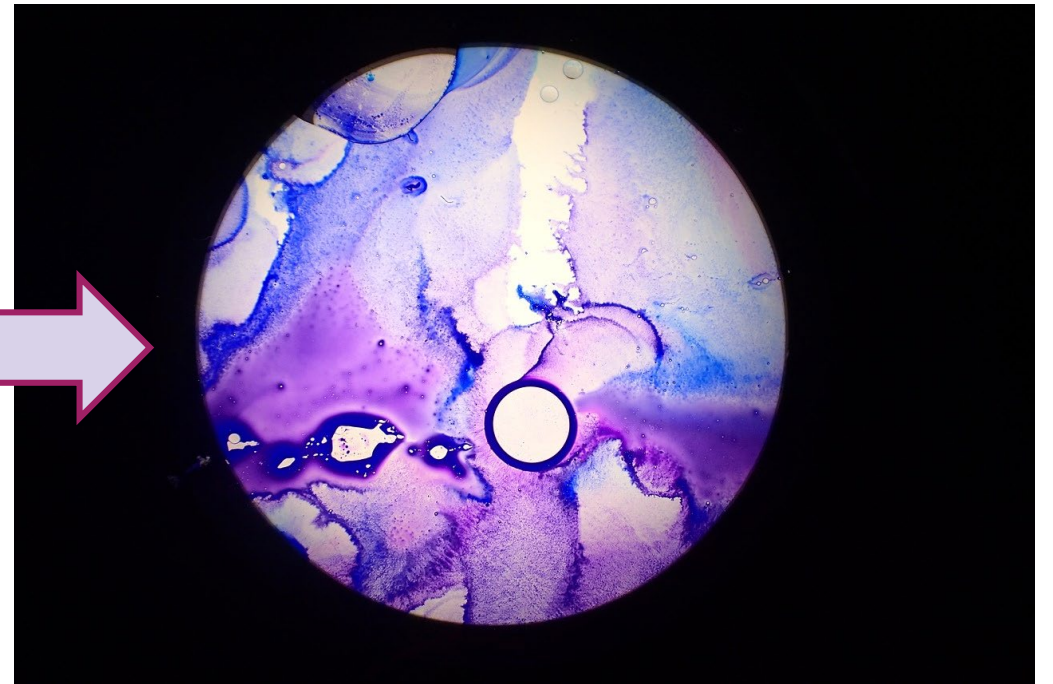


Image by [Tina Jereb](#) from [Pixabay](#)



# Reflect and Connect



**Poll**: Indicate how familiar you are with the design of OSAS summative assessments:

1 = “This is all new learning for me.”

2 = “Sounds vaguely familiar...”

3 = “Oh, that’s right. I remember now.”

4 = “I’ve got it!”

5 = “I can confidently explain it to another.”

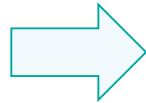
**Reflect**: What are some reasons why state summative assessments don’t provide data at the standards-level? Where might we get standards-level data?



# Accessing OSAS Data and Cross-Sectional Target Reports

# Access Reporting on the OSAS Portal

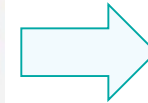
osasportal.org





USER

**Test Administrators**

Access systems used before, during, and after testing and review key resources.



SYSTEM 



**Reporting**

Access and download state assessment results and view reports on student performance.

# OSAS Data Dashboard (CRS)



## OSAS Science

Grades Tested: 5, 8, 11

Tests Taken: 500 Date Last Taken: 06/01/2023



Percent	38%	32%	25%	5%
Count	191	161	124	24



## OSAS Mathematics

Grades Tested: 3, 4, 5, 6, 7, 8, 11

Tests Taken: 1.2K Date Last Taken: 06/01/2023



Percent	42%	28%	20%	10%
Count	503	329	234	118



## OSAS ELA

Grades Tested: 3, 4, 5, 6, 7, 8, 11

Tests Taken: 1.2K Date Last Taken: 05/25/2023



Percent	35%	26%	26%	14%
Count	399	299	295	162



## ELPA Summative English Proficiency

Grades Tested: KG, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Tests Taken: 196 Date Last Taken: 04/06/2023






Percent	9%	81%	10%
Count	18	158	20

From this main dashboard, filter to:

- subject
- grade level
- school
- roster
- student

# Overall Performance Indicators

				Distribution Across Performance Levels		Level 3 or 4 Proficiency										
District	196	2488 ± 7 		 <table border="1"> <tr> <td>Percent</td> <td>33%</td> <td>21%</td> <td>28%</td> <td>18%</td> </tr> <tr> <td>Count</td> <td>64</td> <td>42</td> <td>55</td> <td>35</td> </tr> </table> 	Percent	33%	21%	28%	18%	Count	64	42	55	35		46%
Percent	33%	21%	28%	18%												
Count	64	42	55	35												

**Overall Scores provide information across the performance levels (1 - 4)**

→ Levels 3 and 4 are considered proficient for state and federal accountability

# Overall Performance Indicators

Distribution Across Performance Levels  
Level 3 or 4 Proficiency

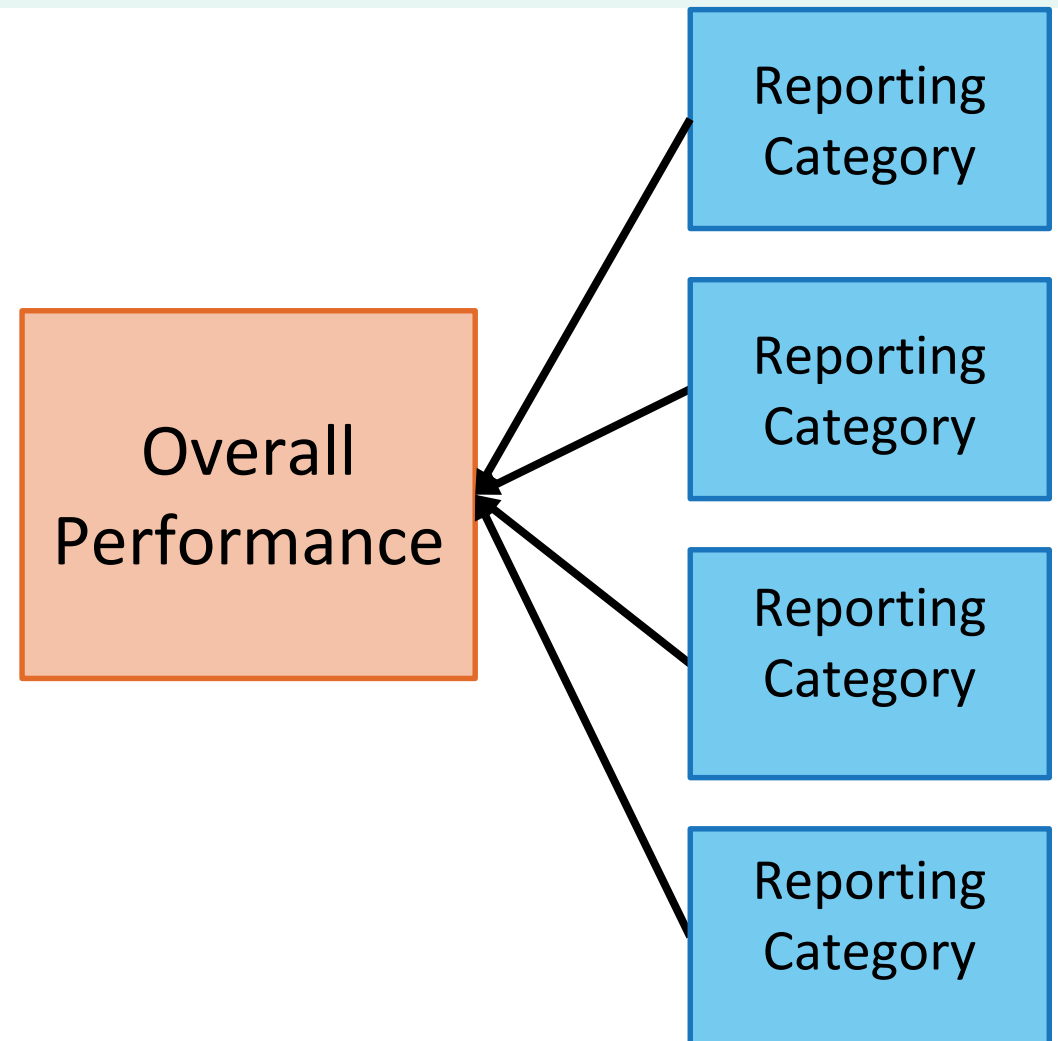
Overall Scores also show performance across student groups. This is one quick way to monitor gap-closing efforts.

All	198	2488 ± 7 <i>i</i>	 Percent: 33% 21% 28% 18% Count: 65 42 56 35	46%
White	145	2494 ± 8 <i>i</i>	 Percent: 30% 19% 30% 21% Count: 44 27 44 30	51%
Hispanic	41	2466 ± 14 <i>i</i>	 Percent: 41% 32% 17% 10% Count: 17 13 7 4	27%
Multi-Racial	6	2508 ± 41 <i>i</i>	 Percent: 33% 17% 33% 17% Count: 2 1 2 1	50%
Asian Race	3	2492 ± 40 <i>i</i>	 Percent: 33% 67% Count: 1 2	67%
American Indian/Alaskan Native	2	2408 ± 51 <i>i</i>	 Percent: 50% 50% Count: 1 1	0%
Pacific Islander Race	1	2561 <i>i</i>	 Percent: 100% Count: 1	100%

# OSAS Reporting Categories

**Reporting Categories** refer to sub-scores that are reported for each OSAS summative test. These represent the major foci of each content area.

- In ELA and Math, these are called ***claims***
- In Science, these are called ***domains***



# ELA Reporting Categories (Claims)

Overall performance in English Language Arts is composed of performance across all areas of literacy.

## English Language Arts

Reading

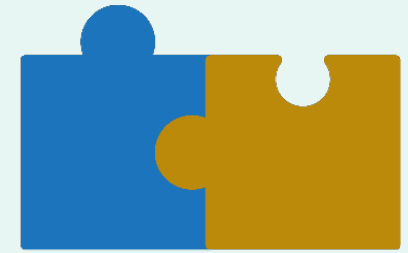
Writing

Listening

Research /  
Inquiry



# Integrated Application Connection



Most districts must create a Longitudinal Performance Growth Target (LPGT) for Grade 3 ELA Proficiency.

***ELA Proficiency = Reading + Writing + Listening + Research***

Districts investing in Grade 3 Reading may wish to monitor both ELA Performance (Overall) as well as the various Reporting Categories that contribute to the overall performance and levels.

# Math Reporting Categories (Claims)

Overall performance in Mathematics is composed of performance in both content and practice standards.

## Mathematics

**Concepts  
and  
Procedures**

*Problem Solving ;  
Modeling & Data  
Analysis*

*Communicating  
Reasoning*

# Science Reporting Categories (Domains)

Overall performance in Science is composed of performance within all three dimensions of Performance Expectations.

## Science

3-Dimensional  
Earth and Space  
Science

3-Dimensional  
Life Science

3-Dimensional  
Physical Science

Practices and  
Crosscutting  
Concepts

# Reporting Category Performance Indicators

School	Total	1 - Reading	2 - Writing	3 - Listening	4 - Research / Inquiry	Writing Dimensions
State						
District						

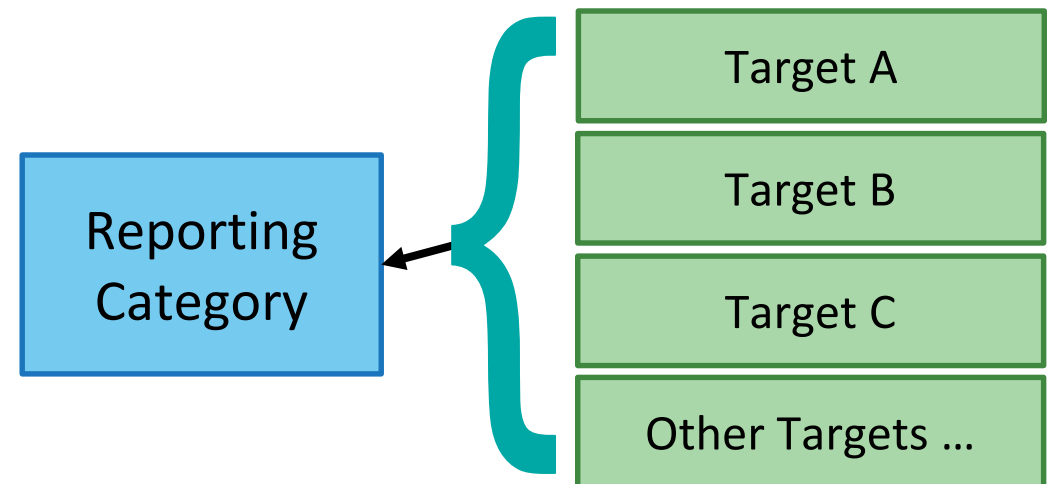
School	Total	1 - Reading	Average Claim Scale Score	Performance Distribution								
State	2491 ± 1			<table border="1"> <tr> <td>Percent</td> <td>29%</td> <td>49%</td> <td>22%</td> </tr> <tr> <td>Count</td> <td>11K</td> <td>18.5K</td> <td>8.5K</td> </tr> </table>	Percent	29%	49%	22%	Count	11K	18.5K	8.5K
Percent	29%	49%	22%									
Count	11K	18.5K	8.5K									
District	2473 ± 8			<table border="1"> <tr> <td>Percent</td> <td>32%</td> <td>50%</td> <td>18%</td> </tr> <tr> <td>Count</td> <td>66</td> <td>102</td> <td>38</td> </tr> </table>	Percent	32%	50%	18%	Count	66	102	38
Percent	32%	50%	18%									
Count	66	102	38									

Monitoring Reporting Category performance allows for identifying how all claim areas are impacting overall system-level performance.

# OSAS Assessment Targets

**Assessment Targets** are the “big ideas” of a content area. They reflect learning progressions and a range of cognitive complexity.

- In ELA, targets repeat from grade to grade
- In Math, targets represent the key concepts and skills of each grade level
- In Science, targets represent the three dimensions of Performance Expectations



# OSAS ELA Claim 1 Reading Targets

Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.

← Claim Statement

Targets 1–7: Literary Text

Targets 8–14: Informational Text

← Reading Categories

Targets  
1 and 8:  
**Key Details**

Targets  
2 and 9:  
**Central Ideas**

Targets  
3 and 10:  
**Word Meanings**

Targets  
4 and 11:  
**Reasoning and Evidence**

Targets  
5 and 12:  
**Analysis Within and Across Texts**

Targets  
6 and 13:  
**Text Structure and Features**

Targets  
7 and 14:  
**Language Use**

← “Big Idea”  
Concepts  
and Skills of  
Reading

# Target Performance Indicators

School	+ Total	1 - Reading	Average Claim Scale Score	Performance Distribution	Target 01		Target 02		Target 03	
					Proficient?	Strength?	Proficient?	Strength?	Proficient?	Strength?
					State	2491 ± 1	 Percent Count: 11K, 18.5K, 8.5K	Above	+	At/Near
District	2473 ± 8	 Percent Count: 66, 102, 38	At/Near	=	Below	-	Below	-		

Target Performance Indicators provide the deepest layer of performance data within a content area because they have **direct connections to specific Oregon State Standards.**

# Understanding Target Performance

## Performance Relative to Proficiency

Proficient?	
<b>Above</b>	Above the Proficiency Standard
<b>At/Near</b>	At/Near Proficiency Standard
<b>Below</b>	Below the Proficiency Standard
<b>*</b>	Insufficient Information

## Area of Relative Strength or Growth

Strength?	
<b>+</b>	Area of Strength
<b>=</b>	Similar to performance on test as a whole
<b>-</b>	Growth Area
<b>*</b>	Insufficient Information



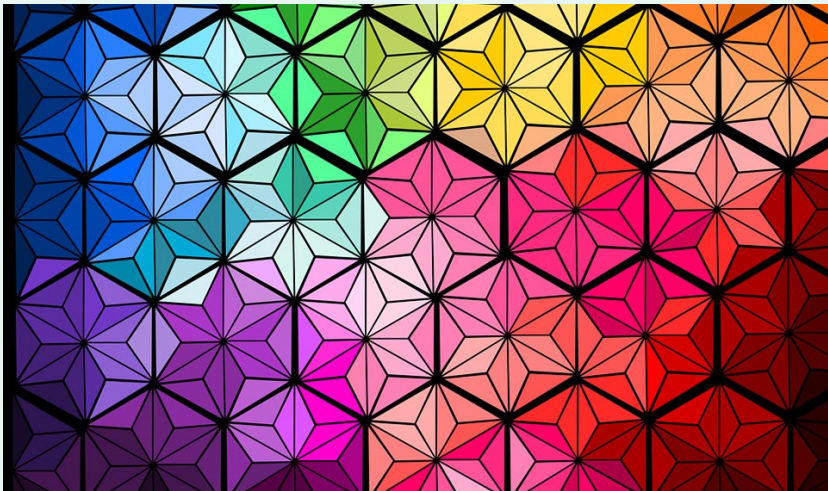
# Example Using Target Performance

	Average Claim Scale Score	Performance Distribution	Target 01		Target 02		Target 03	
			Proficient?	Strength?	Proficient?	Strength?	Proficient?	Strength?
State	2491 ± 1	 Percent: 29% 49% 22% Count: 11K 18.5K 8.5K	Above	+	At/Near	-	Below	-
District	2473 ± 8	 Percent: 32% 50% 18% Count: 66 102 38	At/Near	=	Below	-	Below	-

As a district, our system ***this year*** is functioning such that the aggregated performance of all students in this grade level is below proficiency in Word Meanings (Target 3), and is in need of growth.

***This is a much more specific data point than an overall percentage.***

# Cross-Sectional Target Reports: From Snapshot to Pattern



Looking at one year provides a detailed snapshot in time, but doesn't help us look at change over time.

**Analyzing OSAS performance across multiple years focuses the image of how our system is set up to serve students, and where we have opportunities for growth.**

It helps us stay curious, ask more pointed questions, and begin to weave the narrative of teaching and learning in our local context.

# Overall & Reporting Category Level Performance

A cross-sectional report allows districts and schools to analyze system performance across multiple years.

Overall and Reporting Category Level Performance

Performance Levels	School Year & Test Reason		
	2018 - 2019	2021 - 2022	2022 - 2023
	Spring 2019 (OSAS)	Spring 2022 (OSAS)	Spring 2023 (OSAS)
+ Overall			
+ 1 - Reading			
+ 2 - Writing			
+ 3 - Listening			
+ 4 - Research / Inquiry			

Performance Levels	School Year & Test Reason		
	2018 - 2019	2021 - 2022	2022 - 2023
	Spring 2019 (OSAS)	Spring 2022 (OSAS)	Spring 2023 (OSAS)
- Overall			
Average Score	2510 <b>i</b>	2473 <b>i</b>	2505 <b>i</b>
%Level 1	19%	35%	29%
%Level 2	19%	25%	20%
%Level 3	51%	33%	27%
%Level 4	11%	8%	24%

# Overall & Reporting Category Level Performance

Reporting Categories are content-specific foci:  
**Claims** in ELA and Math, **Domains** in Science

Overall and Reporting Category Level Performance

Performance Levels	School Year & Test Reason		
	2018 - 2019	2021 - 2022	2022 - 2023
	Spring 2019 (OSAS)	Spring 2022 (OSAS)	Spring 2023 (OSAS)
+ Overall			
+ 1 - Reading			
+ 2 - Writing			
+ 3 - Listening			
+ 4 - Research / Inquiry			

Oregon Department of Education

Performance Levels	School Year & Test Reason		
	2018 - 2019	2021 - 2022	2022 - 2023
	Spring 2019 (OSAS)	Spring 2022 (OSAS)	Spring 2023 (OSAS)
+ Overall			
- 1 - Reading			
Average Score	2515 <i>i</i>	2459 <i>i</i>	2482 <i>i</i>
%Below Standard	21%	38%	29%
%At/Near Standard	53%	50%	49%
%Above Standard	26%	13%	22%
- 2 - Writing			
Average Score	2503 <i>i</i>	2472 <i>i</i>	2526 <i>i</i>
%Below Standard	21%	18%	17%
%At/Near Standard	64%	73%	59%
%Above Standard	15%	10%	24%
+ 3 - Listening			
+ 4 - Research / Inquiry			

# Target Level Performance

Assessment targets are bundles of standards that form the “big ideas” or key skills of a grade-level content area.

**Analyzing multiyear trends in target-level performance is the most effective use of OSAS state test data.**

Targets	School Year & Test Reason					
	2018 - 2019		2021 - 2022		2022 - 2023	
	Spring 2019 (OSAS)		Spring 2022 (OSAS)		Spring 2023 (OSAS)	
	Proficient? ⓘ	Strength? ⓘ	Proficient? ⓘ	Strength? ⓘ	Proficient? ⓘ	Strength? ⓘ
- 1 - Reading						
A. Literary Texts						
Target 01 ⓘ	At/Near	=	At/Near	=	At/Near	=
Target 02 ⓘ	At/Near	=	At/Near	=	At/Near	-
Target 03 ⓘ	At/Near	=	At/Near	=	At/Near	=
Target 04 ⓘ	At/Near	=	Below	=	At/Near	=
Target 05 ⓘ	Above	=	Below	-	At/Near	=
Target 06 ⓘ	At/Near	=	At/Near	=	Above	+
Target 07 ⓘ	Below	-	Below	=	Below	-

# Reflect and Connect

**Reflect**: Why is analyzing multiyear trends in target-level performance the most effective use of OSAS state test data?





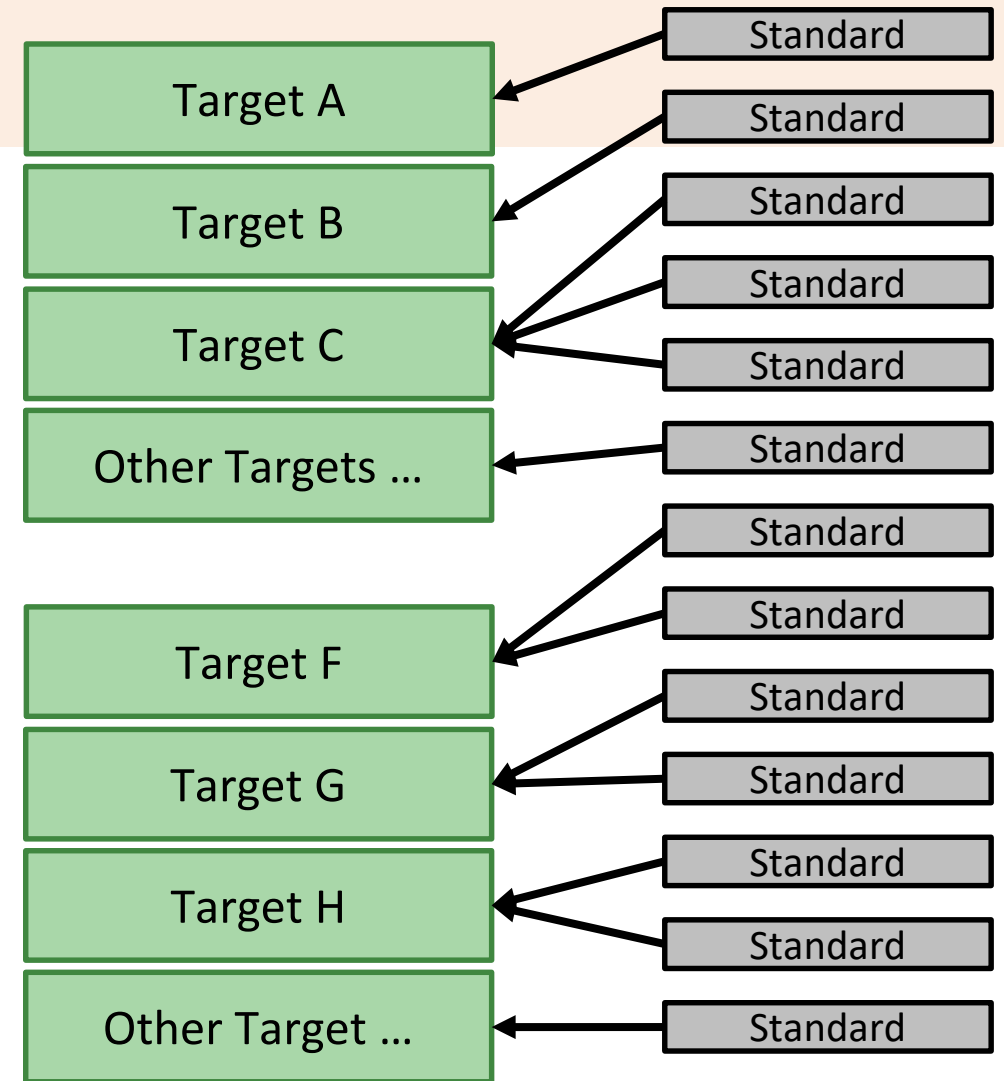
# Using OSAS Target Data to Develop District and School Goals

# From Targets to Standards

OSAS performance indicators can only take us as far as targets.

Taking meaningful action within our system requires us to connect to standards.

- Instructional materials
- Teacher content knowledge
- Instructional emphasis and pacing
- Connecting to prior learning and funds of knowledge
- Local assessment systems
- So much more . . .





# Tools to Connect Targets and Standards

## English Language Arts Assessment

### Purpose

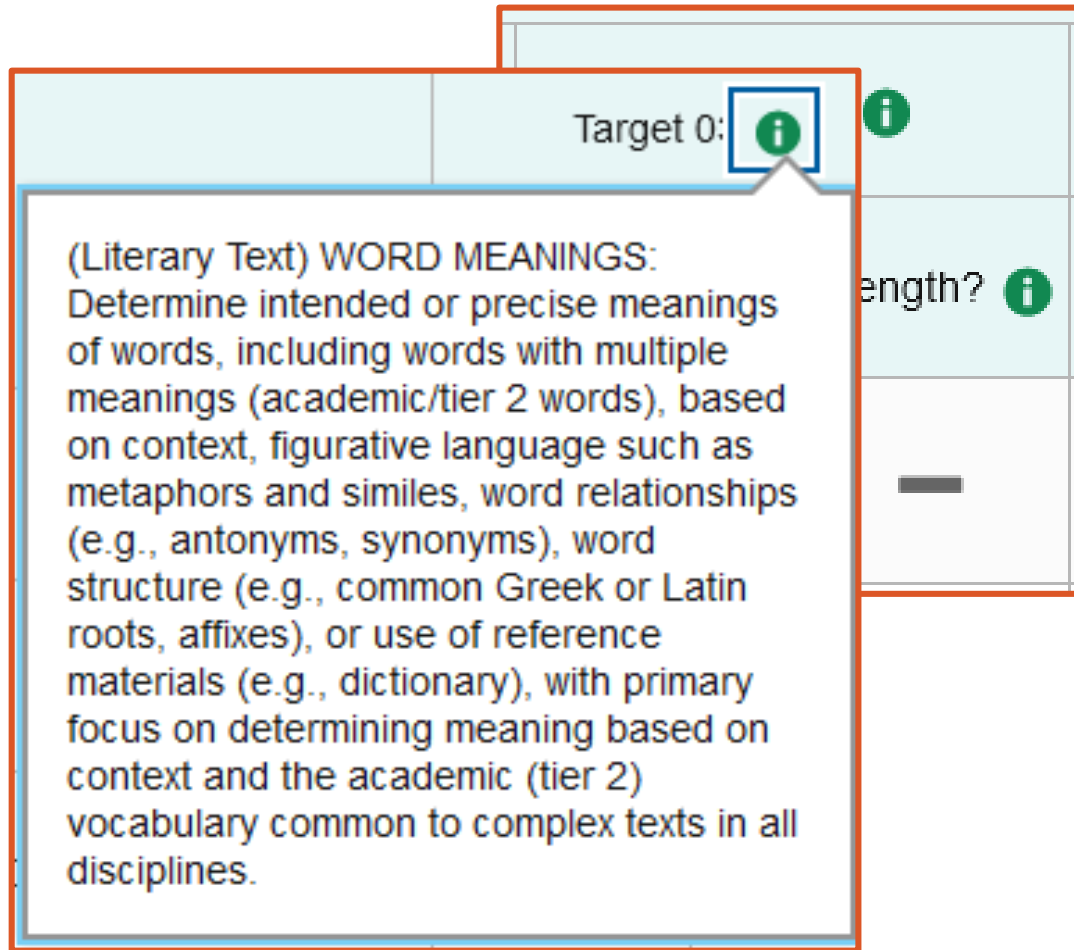
Oregon's Statewide English Language Arts Assessments include the Kindergarten Assessment, and for grades 3-8 and high school, local performance assessments as well as computer-based tests.

[Oregon's English Language Arts Assessment Resources](#)

- Oregon ELA Assessment Claim, Target, and Standards Crosswalk  
These documents align the Oregon ELA Assessment claims and targets with the Oregon CCSS - English Language Arts (ELA) standards. The claims and targets can be used to design classroom lessons and district assessments. In addition, the document provides Claim Achievement Level Descriptors and serves as a guide in understanding the Oregon ELA Assessment reports.

[Grade 3](#), [Grade 4](#), [Grade 5](#), [Grade 6](#), [Grade 7](#), [Grade 8](#), [High School](#)

# Connecting OSAS ELA Targets to Standards



The image shows a screenshot of the OSAS ELA Targets interface. A tooltip is displayed over 'Target 0:'. The tooltip text reads: (Literary Text) WORD MEANINGS: Determine intended or precise meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, figurative language such as metaphors and similes, word relationships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.

**5.RL.4** - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

**5.L.4** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

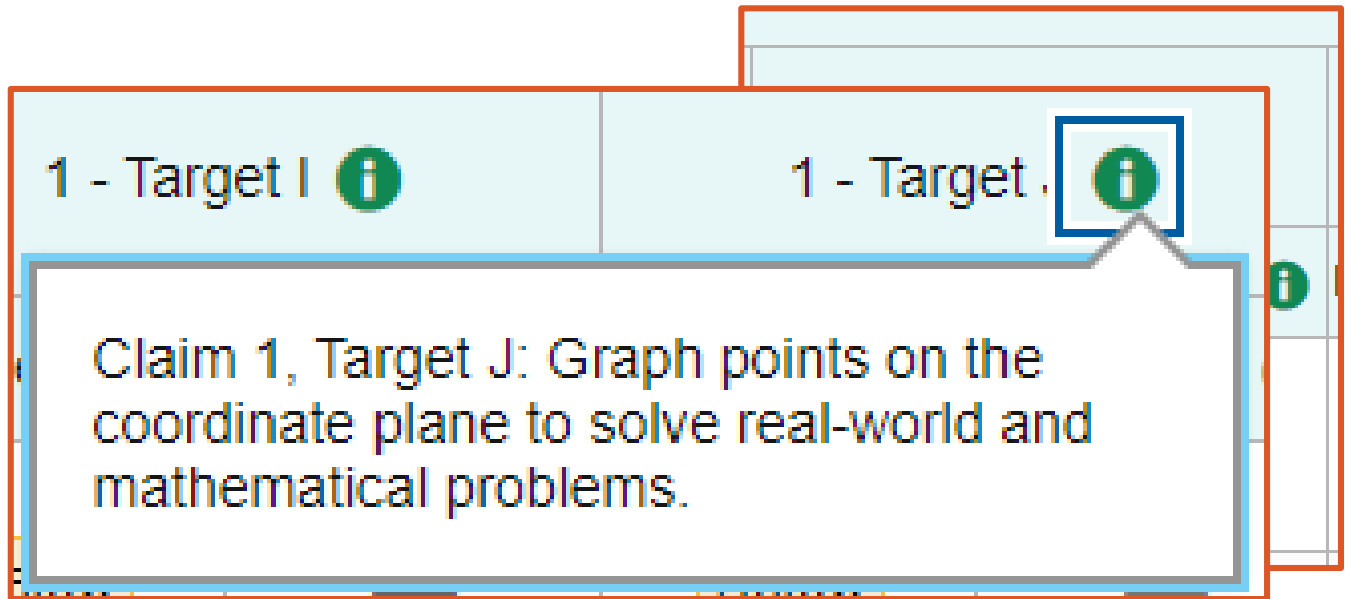
**5.L.4a** - Use context as a clue to the meaning of a word or phrase.

**5.L.4b** - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.

**5.L.4c** - Consult dictionaries, glossaries, thesauruses, and other reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**5.L.5c** - Use the relationship between particular words to better understand each of the words.

# Connecting OSAS Math Targets to Standards



**Target J** Graph points on the coordinate plane to solve real-world and mathematical problems. (DOK 1)

**5.G.1:** Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).

**5.G.2:** Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

# Connecting OSAS Science Targets to Standards

Students who demonstrate understanding can:

**1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.\*** [Clarification Statement: Examples of human problems that can be solved by mimicking plant or animal solutions could include designing clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells, and animal scales; stabilizing structures by mimicking animal tails and roots on plants; keeping out intruders by mimicking thorns on branches and animal quills; and, detecting intruders by mimicking eyes and ears.]



**1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.** [Clarification Statement: Examples of patterns of behaviors could include the signals that offspring make (such as crying, cheeping, and other vocalizations) and the responses of the parents (such as feeding, comforting, and protecting the offspring).]



## Life Science

LS1		Below	=
LS2		Below	=
LS3		Below	=
LS4		Below	+

Science Discipline	Targets (Disciplinary Core Ideas)
Life Science	<ul style="list-style-type: none"> <li>LS1: From Molecules to Organisms: Structures and Processes</li> <li>LS2: Ecosystems: Interactions, Energy, and Dynamics</li> <li>LS3: Heredity: Inheritance and Variation of Traits</li> <li>LS4: Biological Evolution: Unity and Diversity</li> </ul>

# Using the Content Explorer (ELA and Math Only)

## Range Achievement Level Descriptors

### - **Level 1** ●

Students should be able to graph whole-number coordinate pairs in the first quadrant of a coordinate plane with unit axis increments.

### - **Level 2** ●

Students should be able to graph whole-number coordinate pairs on a coordinate plane with whole-number axis increments to solve problems.

### - **Level 3** ●

Students should be able to graph coordinate pairs where one term is a whole number and one is a fraction on a coordinate plane with whole-number axis increments.

### - **Level 4** ●

Students should be able to graph coordinate pairs where both terms are fractions on a coordinate plane with fractional axis increments.

## MATHEMATICS

### Target J

Graph points on the coordinate plane to solve real-world and mathematical problems

Sample Item

GRADE 5

Test

GRADE 5

## Evidence Required

1

The student interprets coordinate values of points graphed on a coordinate plane, or in the context of a given situation.

- Less

2

The student graphs points on the coordinate plane representing real-world or mathematical problems.

# Productive Uses of Target Level Performance Indicators

## Technical Challenge

## Top 3 Uses for Target Reports

## Adaptive Challenge

*Is our teaching and learning system aligned to standards?*

Target reports provide an opportunity to evaluate **instructional materials** and district/school assessment systems for alignment to **state standards**.

*Is our pacing appropriate?*

Target reports can indicate whether inadequate or inconsistent amounts of **instructional time** are dedicated to associated standards.

*Is our instruction effective?*

Target reports can be used by Professional Learning Teams (PLTs) to analyze the **effectiveness of instructional practices**.

What do you notice in these data?

What questions do you have about the system based on these data?

Overall and Reporting Category Level Performance

Performance Levels	School Year & Test Reason		
	2018 - 2019	2021 - 2022	2022 - 2023
	Spring 2019 (OSAS)	Spring 2022 (OSAS)	Spring 2023 (OSAS)
<b>Overall</b>			
Average Score	2490 <i>i</i>	2477 <i>i</i>	2473 <i>i</i>
%Level 1	38%	38%	44%
%Level 2	30%	33%	28%
%Level 3	13%	18%	17%
%Level 4	18%	11%	12%
<b>1 - Concepts and Procedures</b>			
Average Score	2491 <i>i</i>	2480 <i>i</i>	2474 <i>i</i>
%Below Standard	49%	39%	41%
%At/Near Standard	27%	47%	47%
%Above Standard	23%	14%	12%

What do you notice in these data?

What questions do you have about the system based on these data?

Target Level Performance

Targets	School Year & Test Reason					
	2018 - 2019		2021 - 2022		2022 - 2023	
	Spring 2019 (OSAS)		Spring 2022 (OSAS)		Spring 2023 (OSAS)	
	Proficient? ⓘ	Strength? ⓘ	Proficient? ⓘ	Strength? ⓘ	Proficient? ⓘ	Strength? ⓘ
1 - Concepts and Procedures						
Concepts and Procedures						
1 - Target A ⓘ	Below	=	Below	=	At/Near	+
1 - Target B ⓘ	Below	=	Below	=	At/Near	+
1 - Target C ⓘ	Below	=	Below	+	Below	+
1 - Target D ⓘ	Below	+	Below	=	Below	=
1 - Target E ⓘ	Below	-	Below	-	Below	=
1 - Target F ⓘ	Below	-	Below	+	Below	=
1 - Target G ⓘ	Below	=	At/Near	=	Below	=
1 - Target H ⓘ	At/Near	+	At/Near	+	At/Near	+
1 - Target I ⓘ	Below	+	Below	+	Below	=
1 - Target J ⓘ	At/Near	+	Below	-	Below	-
1 - Target K ⓘ	Below	=	Below	=	Below	+



# Reflect and Connect



**Reflect**: Why is it necessary to connect targets to standards in order to monitor the effectiveness of our systems of teaching and learning?

**Connect**: Login to the Reporting System in the OSAS Portal and generate a Cross-Sectional Target Report for your district or school. Begin to analyze the trend of performance you see.

# OSAS Summative Assessment Webinar Goals

- Understanding OSAS Test Design and Different Layers of Available Data
- Accessing OSAS Data and Cross-Sectional Target Reports
- Using OSAS Target Data to Develop District and School Goals



# Thank You!

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