

Assessment of Essential Skills Review Panel

Meeting Minutes
January 20, 2012

Friday, January 20, 2012

Panel Members Present: Charlie Bauer, John Bouchard, Ralph Brown, Kelly Carlisle, Lori Cullen, Cindy Dickerson, Kathy Hall, Susan Iverson, Amy McQueen, Brenda Morton, Sloan Presidio, Bob Rayborn, Tim Rupp, Analicia Santos, Vicki Van Buren, Tami Volz, Marilyn Williams, Michelle Zundel

Guests Present: Kathy Chafin, Campus High School Programs, Linn-Benton Community College; Larry Anderson, Counselor and Coordinator of Beyond High School, Lebanon School District; Patty McMenamins, Test Coordinator, Linn Benton Community College

Facilitating: Derek Brown, Barbara Wolfe, Steve Slater

I. Introductions, Review of Agenda and Housekeeping:

Derek welcomed the group and reminded them of the original agreement to make decisions in a consensus model, with consensus meaning that all can support the decision even if all do not agree completely. The group agreed that this is the model that should be continued.

II. Review of Minutes

Minutes of the October 21, 2011 meeting were reviewed. Analicia Santos moved that the minutes be approved as read, Kathy Hall seconded the motion and the motion was approved unanimously.

III. Accuplacer alignment

Reading

Derek displayed a document summarizing the strategies used by AESRP in the past to make recommendations about cut scores on other standardized tests. Barbara and Derek explained the use of statistical analyses when large quantities of student data were available and the functional analyses, based on college course placement, used when data were not available or the N was too small.

Derek pointed out the small numbers of matched student scores available for Accuplacer and the high Standard Error of Measurement using the statistical analyses with such small numbers. Discussion followed, including concerns about the number of test items on Accuplacer (about 20) and its purpose as a placement test. Steve Slater supported the notion that the statistical intersection of OAKS and Accuplacer yields a score that is too low functionally and includes a high level of potential error.

Discussion followed about scores ranging from 84 – 88 as options that would place students in courses like Reading 90 or Reading 115. After considerable debate, the group agreed that an Accuplacer score of 86 meets the panel's functional model for student matriculation to community college or college.

Kathy Hall moved for a cut score of 86 on the Reading Accuplacer test. Kelly Carlisle seconded the motion.

In Favor	Opposed, but will support consensus	Opposed	Abstain
Charlie John Ralph Kelly Lori Cindy Brenda Tim Tami Marilyn Michelle	Susan Amy Sloan Bob Analia Vicki		

Math

Derek opened the discussion about the Accuplacer Math assessment which is a 12 question test for Elementary Algebra. Concerns were expressed about the length and validity of the test which addresses only the algebra component of mathematics. Some panel members were concerned that currently only Linn Benton Community College uses the Accuplacer test, but information indicates that other community colleges may be adopting it and moving away from their own in-house assessments. The group agreed that it would be useful to gather some additional information about which institutions use Accuplacer math and what various the cut scores apply to different courses. Staff will bring information back to the group at the April meeting.

IV. OAKS to SBAC

Derek opened discussion on a document that was sent out with pre-meeting materials explaining ODE’s plan for the transition from OAKS to Smarter Balanced Assessment Consortium. He explained that this document isn’t intended to address the other standardized tests or local performance assessments. There is time remaining to think about all that. Per the ES OAR, students have to achieve adequate notice if diploma requirements rise along with the increased expectations of the Common Core State Standards and SBAC. In 2013-14 Oregon will field test the Common Assessment. In 2014-15, the Common Assessment will take the place of OAKS. Work will be done to determine the equivalent of a 236 on the OAKS assessment based on the field testing and discussions will ensue about the appropriate score point for Meeting the Standard is. The members complimented ODE on the clear approach in the document. Derek invited further feedback.

V. Writing Work Samples

Derek explained that the Office of Assessment has taken a request for a change to the number of work samples required for Essential Skill proficiency in Writing to the State Board. This information had been communicated to AESRP previously via e-mail. The group expressed support for this change. Results will be reported when the Board takes action in March.

VI. Miscellaneous Updates

- Derek reported on the WebEx Scoring Guide trainings. Thirty training sessions have been held, with 9 ESD's and 26 districts participating. Over 240 participants have attended so far.
- The Assessment of Essential Skills Toolkit was recently moved over to a Google platform and the URL has changed. The original toolkit has been reviewed and updated. A new section on Implementation is being developed.
- Derek announced that ODE is in the process of creating a new Moodle application that will replicate the old OPEN scoring website. ODE hopes to launch the new application in the next few weeks and communicate that to the field.
- Efforts are on-going to conduct an analysis with the ACT Writing Assessment. Steve sent ACT 3 years of OAKS writing data which ACT will match with their records. Sometime between now and April, Derek will communicate electronically with the group about progress. We hope to be positioned to take action on this item at our April meeting

VII. Final thoughts, questions, wrap-up

- Michelle Zundel asked whether SBAC will be the only assessment for diploma purposes or whether there will be alternate assessments. Derek explained that the State Board and education stakeholders are aware that alternate assessments are necessary, so those will be available. The alternate assessments will have to be realigned to the new assessment once it is in place.
- Barbara asked the group to share the information about the Scoring Guide trainings and asked for suggestions to spread the word. Lori suggested that ODE create a list of what sessions various people have participated in so that we can notify them and they can register for any others they wish.

VIII. Adjourn

The meeting was adjourned at 10:53 a.m.