

Assessment of Essential Skills Review Panel

Meeting Minutes
August 26, 2016

Friday, August 26, 2016

Panel Members Present: Daniel Ayala, Doug Nelson, Ellen Irish, Garrett Apland, John Bouchard, Kathy Hall, Larry Susuki, Laurie Ross, Lori Cullen Brown, Marie Shimer, Marilyn Williams, Melissa Glover, Ralph Brown, Robin DeLoach, Sarah Cunningham

Facilitating: Cristen McLean and Ken Hermens

Welcome and Agenda Overview

Cristen McLean called the meeting to order at 9:00 a.m. and reviewed the agenda.

I. Writing Scoring Guide Adoption

Ken Hermens provided an explanation of the Writing scoring guide transition, explaining that in 2016-2017 either the Current Official Writing Scoring Guide or the Revised Official Writing Scoring Guide may be used for scoring Essential Skills Work Samples, then in 2017-2018 the Revised Official Writing Scoring Guide becomes the only Official State Scoring Guide and the Current Official Writing Scoring Guide sunsets and may no longer be used. To support this transition, updated online training materials, including PowerPoints and exemplars with updated commentary reflecting the new language, as well as updated student language versions of the revised scoring guides are being developed. Ken asked the panelists what additional resources and/or training opportunities might ODE provide to smooth the transition and what risks they anticipate as we make this transition and how they might best be mitigated.

Panelists suggested that ODE to send out communication to all the schools so that all administrators and teachers know that it's available, including making sure that this information is known at the district and building level. Panelists also said it would be convenient to have the old anchor papers scored with the new scoring guide with comments to illustrate the differences and similarities.

II. Review of Minutes

Ralph Brown motioned to approve the minutes in June 1, Marilyn Williams seconded the motion. Majority were in favor. None were opposed. Motion passed.

III. New Member Introductions

Cristen McLean welcomed members who are new in 2016-17 and thanked those who are continuing their membership.

IV. Smarter Balanced Achievement Standards in English and Writing

Cristen revisited the Essential Skills achievement standards on Smarter Balanced and asked for suggestions on how to clarify that the Level Three composite score (2583) is not evidence that a student met on either the writing claim (2583) or reading claim (2515). Panelists shared strategies they had used locally, such as ensuring that IEPs are written with the Reading and Writing claim scores and that staff discuss

with parents how the transition from OAKS to Smarter Balanced means that there is now one test that includes both reading and writing rather than there being a separate test for each Essential Skill. Panelists also suggested that an infographic be developed showing the composite score and the claim scores, clarifying the information that is used for determining whether the student demonstrated the Essential Skills of Reading and Writing. Additionally, panelists suggested a guide to the Smarter Balanced reports specifically designed to support people in determining whether a student had met the Essential Skills.

V. Additional Topic Ideas

Cristen explained that AESRP is charged with making recommendations on:

- The phasing in of Essential Skills for inclusion in the high school diploma and the modified diploma requirements;
- The adoption of assessment options to measure students' proficiency in the approved Essential Skills for the purpose of the high school diploma or the modified diploma; and
- The achievement standards used to determine student eligibility for the high school diploma or the modified diploma.

Cristen then asked AESRP to let ODE know which topics they would like to focus on. Cristen also included a few topics that had been discussed in the past. Through the conversation, the following topics were discussed as suggestions with the next step being to revisit these topics in upcoming meetings.

- Increase clarity around modifications, specifically what is allowable and not allowable.
- Review which students groups are using the different assessment categories.
- Review how ESDs are supporting Work Sample scoring and implementation across the state.
- Identify improved communication strategies for providing information about ORSkills and other Work Sample resources that are available, including specifying which are available for a fee and which available for free.
- Review assessment options and their use by student groups to ensure that there are comparable expectations and educational opportunities for all student groups.
- Review that the English Language Learner policy is equitable in creating access to rigorous education and not a barrier to a diploma.
- Revisit English Language Learner policies and supports during the transition from ELPA to ELPA21.
- Evaluate what work is needed for a district to be able to set a modified achievement standard on one of the Other Standardized Assessments assessment options.

Cristen asked the panelists whether to make one of the upcoming meetings for 2016-17 in person. Panelist determined that the spring meeting would be held in-person at the Oregon Department of Education.

VI. Adjourn

The meeting was adjourned at 10:30 am.