

## **Assessment of Essential Skills Review Panel**

Meeting Minutes  
April 29, 2011  
Held Via WebEx  
**9:00 – 11:00**

**Panel Members Present:** Todd McKee, Susan Iversen, Ralph Brown, Peggy Blair, Marcia Arganbright, Lori Cullen, Laurie Glazener, Kehaulani Minzghor, Kelly Carlisle, Kathy Hall, John Bouchard, Brenda Morgan, Art Anderson, Analicia Santos, Amy McQueen, Michele Zundel, Allen Bruner, Bob Rayborn, Jana Iverson, Steve Slater, Theresa Richards

**Facilitators:** Derek Brown, Tony Alpert, Barbara Wolfe  
**Visitors:** Ron Smith

### **I. Introductions, Review of Agenda and Housekeeping:**

Derek Brown called the meeting to order and asked members of the panel to identify themselves. He reminded the group that since we are meeting via WebEx, it is helpful if people identify themselves each time they speak. He then reviewed the morning agenda.

### **II. Review of Minutes**

Derek asked the group to review the minutes which were sent out by e-mail. Ralph Brown moved to approve the minutes of the January 14, 2011 meeting as written. The motion was seconded by Bob Rayborn and approved.

### **III. Discussion of including Advanced Placement European History in recommended tests for State Board approval for Essential Skills Proficiency**

Derek explained that several school districts had contacted ODE regarding AP European History, interested in why it had been left off the list of courses approved for reading proficiency (similar courses such as AP US History and AP World History were included). The panel agreed that this was an oversight, Kathy Hall moved to recommend the AP European History tests at a score level of 3 as demonstrating proficiency in the Essential Skill of Reading. The motion was seconded by Laurie Glazener and approved.

### **IV. Discussion of criteria for local performance assessment**

Tony Alpert gave some background information about the discussion at the State Board meeting to adopt the "blue" book as the criteria for districts to exercise the local assessment option. Panel members expressed concern about districts using course performance to determine essential skills proficiency rather than a specific skill assessment. Ties credit for proficiency with essential skill proficiency.

Districts would not be precluded from using other existing options as well. Board and Staff from ODE (Theresa) support this connection between credit for proficiency and essential skill proficiency.

Questions: Is this just based on teachers judgment? Or is there some sort of standardized procedure/ process/ best practice? Might be more based on collection of evidence cross-scored by more than one teacher.

Todd McKee explains the approach being taken by Beaverton SD:

- Aligning content standards & skills mapping from college backwards to elementary;
- Tasks are teacher generated and assessed using common rubrics;
- Assessments are moderated first in building and then across district to develop consistent scoring (inter-rater reliability using multiple artifacts); and
- Multiple prompts collected over time to demonstrate proficiency.

## **V. Discussion of Report Shell for Essential Skills**

Derek reminded members that a document was sent to them in preparation for this meeting showing a template or shell of a report on the implementation of the Essential Skills. Tony walked the group through the report.

The report will answer the question “Are the Essential Skills a new barrier to earning a high school diploma?” Currently about 70% of high school students receive a regular high school diploma. This report will look at next year’s graduates as a baseline group since they are the first full class affected by the Essential Skill requirement for reading. A draft of the report will go to the State Board in May. Following their review, the report will be posted publically to alert districts and public that this will be the approach to analyzing the impact of the Essential Skills on both the state and district level.

In response to a question, Tony explained the controls that are in place before and after test item development and operational testing to assure that OAKS test is free of bias to particular groups or sub-groups. Data to be used in this report will be that collected from Cum ADM and other already available data. Districts will not have to create different reports. District data managers have been given info about new codes to be used in Cum ADM reporting. The panel recommended that ODE also vet this report with district superintendents at a monthly Off the Record meeting.

## **VI. Essential Skills Implementation Timeline**

Derek summarized responses from previous meetings indicating that AESRP is committed to assuring successful implementation of current Essential Skills before recommendation the addition of more Essential Skills requirements. Theresa Richards explained how the Career Related Learning Standards (CRLS) which are currently in place support some of the upcoming Essential Skills such as personal management, teamwork, and problem solving.

ODE does not collect data on the CRLS. Instead, implementation of these skills is managed at the district level.

She further explained that two CRLS on employment foundations and career development could be moved into the personal education plan requirement.

Following discussion, the group agreed that the continuing the requirement for the CRLS is preferable to recommending additional Essential Skill requirements now. AESRP endorses the continuation of the CRLS and further recommends no additional phase-in of Essential Skill requirements that would affect students prior to those who would graduate in 2018. To implement new Essential Skills affecting that cohort group, AESRP would need to make recommendations to the State Board before March 1, 2013. Those recommendations would go into effect for the group of students entering high school the following year, current 6<sup>th</sup> graders.

### **VII. Discussion of local scoring versus external scoring of work samples.**

Derek explained the various categories that have been developed for the Cum ADM report, including differentiating between local scoring and external scoring. The group supported the definitions, but recommended making the definitions available soon and including them in the Cum ADM manual. They also suggested providing information to districts about moderating scores versus double scoring. Some educators may believe that external scoring reduces bias – in all cases. However, the quality of rater training and calibration is the single most important factor in reliable scoring of student work.

### **VIII. Updates on on-going Essential Skills activities**

Derek reported on the current numbers of students who have participated in the Accuplacer pilot. He indicated that additional participants would be needed.

Barbara Wolfe reported on updates to the Assessment of Essential Skills Toolkit. By next year it should be moved to the Google platform and a new Implementation Section will be completed. A demonstration of these new components will be provided to AESRP in the fall.

Derek reported that some Career and Technical Education math worksamples have been posted on the ODE website and more are in the works.

Barbara reported on the WebEx Training of Trainers model that has been used this year to provide district personnel with the training and materials to conduct workshops on the Essential Skills. ODE plans to continue with this model and will have a calendar ready for the fall of sessions planned for the year.