

**Additional AESRP Meeting
Meeting Transcription
June 1, 2016**

Wednesday, June 1, 2016

Panel Members Present:

John Bouchard, Buzz Brazeau, Lori Brown, Ralph Brown, Sarah Cunningham, Robin DeLoach, Holly Dearixon, Shaun Gross, Kathy Hall, Tamkia Hampton, Ellen Irish, Artie Rene Knight, Chad Putman, Laurie Ross, Jordan Ruppert, Marie Shimer, Steve Slater, Ken Stott, Jill Sumerlin, Larry Susuki, Marilyn Williams, Michelle Zundel

Facilitating: Cristen McLean, Ken Hermens, Bryan Toller, Rachel Aazzerah

Cristen McLean – Good morning, thank you everyone we're going to have a very short meeting today. This is Cristen McLean, I am joined in the room today by Ken Hermens, Bryan Toller and Rachel Aazzerah. Our agenda will start with our April minutes, moving through PSAT, SAT, Writing Scoring Guide, Aspire, and meeting scheduling. Please use your hand raise feature and we'll un-mute you as your questions come in. I'm un-muting calls to see if there is a motion to approve the April 8th minutes.

Motion - Michelle Zundel made a motion to approve the meeting minutes, is there a second? Marilyn Williams seconded the motion. Everyone who is in favor say "aye" in the questions section. The minutes pass, thank you.

Cristen McLean – Moving into the PSAT. Final concordance tabled relating the "new" PSAT to the "old" PSAT were derived from the fall and spring 2015 administrations (new) and prior administrations (old). Over 3 million students included in the concordance study. What we came to in the last meeting was if the final concordance was the same as the preliminary study that those scores could be adopted. In reading, the preliminary and final concordance studies provided the same results so this is an approved option for the reading Essential Skills for all students. In math, the preliminary and final concordance studies provided different results so a recommendation from AESRP is needed in order to establish 24.5 as the achievement standard.

Motion - Kathy Hall made the motion to recommend 24.5 on the math PSAT as the achievement standard for math essential skills. Buzz Brazeau seconded. We have 17 in favor, none opposed and the motion passes.

Cristen McLean – Broadly what we see as changes throughout the SAT Suite are questions are grounded in the real world, directly related to work performed in college and career expectations. Redesigned SAT asks students to apply their reading, writing, language, and math knowledge and skills to answer questions in science, history, and social studies contexts. Concordance tables relating the "new" SAT to the "old" SAT were released in May 2016. In mathematics, a test score of 24.5 on the redesigned SAT is equivalent to the old mathematics score of 450. In reading, a test score of 24 on the

redesigned SAT is equivalent to the old critical reading score of 440. In writing, a test score of 27 on the redesigned SAT is equivalent to the old writing score of 460.

Bryan Toller – Apply mathematics in a variety of settings. Interpret a situation and apply workable mathematical concepts and strategies, using appropriate technologies where applicable. Produce evidence, such as graphs, data, or mathematical models, to obtain and verify a solution. Communicate and defend the verified process and solution, using pictures, symbols, models, narrative or other methods. Old SAT: Numbers and Operations 20-24%, Algebra and Functions 35-39%, Geometry 25-30%, Data Analysis, Statistics and Probability 11-13% and Penalty for guessing. (shows example of a geometry item for participants to see the difference.

Cristen McLean - Is there a motion to recommend the adoption of the revised SAT math test as an assessment option for the math Essential Skill with an achievement standard 24.5? We are open to questions throughout so let's start.

Motion – Michelle Zundel made the motion to recommend the adoption of the revised SAT math test as an assessment option for the math Essential Skill with an achievement standard 24.5. Jordan Ruppert seconded the motion. 16 yes votes.

Cristen McLean – Looking at SAT writing it became longer, optional, and scored on an analytic scoring guide. Students will be asked to: Read a passage, explain how the author builds an argument to persuade an audience and support your explanation with evidence from the passage. Students score also comes from the writing and language test which includes punctuation, sentence structure and graphics. Graphics we are seeing more with common core. Being able to incorporate accurate, specific and complex information from graphics into text. Are there any questions about the writing portion of the SAT test? Okay, seeing no questions. Is there a motion to recommend the adoption of the revised SAT writing test as an assessment option for the writing Essential Skill with an achievement standard 27?

Motion – Marilyn Williams motioned to recommend the adoption of the revised SAT writing test as an assessment option for the writing Essential Skill with an achievement standard 27. Ellen Irish seconded the motion. 16 yes votes again, no abstentions or nos.

Cristen McLean – Once again a reminder of how we anchor our essential skills to our evaluations for reading. At a high level some of the major changes in reading are the Words in context, with context clues. Prior topic-specific knowledge never drawn upon. Wider range of texts. No penalty for guessing. Three important areas of content are the students ability to perform several steps to draw the right conclusion, infer more complex relationships form text by piecing facts or incidents together and synthesizing information form a graphic and passage. Inference, relationships and graphics. All Reading Test questions are multiple choice and based on passages. Some passages are paired with other passages. Informational graphics, such as tables, graphs, and charts, accompany some passages. Command of Evidence by finding evidence in a passage (or pair of passages) that best supports the answer to a previous question or

serves as the basis for a reasonable conclusion. Identifying how authors use evidence to support their claims. Finding a relationship between an informational graphic and the passage it's paired with. Words in Context by using context clues in a passage to figure out which meaning of a word or phrase is being used. Decide how an author's word choice shapes meaning, style, and tone. The reading test always includes one passage from a classic or contemporary work of U.S. or world literature. One passage or a pair of passages from either a U.S. founding document or a text in the great global conversation they inspired. The U.S. Constitution. A selection about economics, psychology, sociology, or some other social science and two science passages. Is there a motion to recommend the adoption of the revised SAT reading test as an assessment option for the reading Essential Skill with an achievement standard 24?

Motion – Ralph Brown motioned to recommend the adoption of the revised SAT reading test as an assessment option for the reading Essential Skill with an achievement standard 24. Kathy Hall seconded the motion. 17 yeases, no no's. The motion passes.

Ken Hermens – Reviewed the draft official writing scoring guide and chart with the participants. Sentence Fluency showed largest computed difference of 0.09. All trait scores range from 1 to 6. The sentence fluency syntactic control was strong at a level 6. Moving along, we aren't seeing any questions yet. (Ken went through the bar graphs in slides 38-41). Is there a motion to recommend the adoption of the revised writing scoring guide for use in demonstrating the writing Essential Skill through Work Samples? If yes, what is the recommended timeline? A question has come up around the citing sources portion. Thanks Jordan for the question. This is a longer discussion and probably one that we want to have further down the line. Right not it is not a required trait for students to pass in order to meet the essential skills writing requirement. It has a longer phase in. If we had used that it would have had a significant effect on the amount of students passing.

Cristen McLean – We see one person with a recommendation to move forward with the use in the 2017-18 school year. Michelle would that be training materials in the 16-17 school year with expectations that the new scoring guide is used within the 17-18 school year? We're not hearing from Michelle.

Lori Brown – This is Lori, I approve that recommendation. Train 16-17 and implement 17-18.

Buzz Brazeau – I would second that motion.

Cristen McLean – I see that Michelle said that was what her intention was but her phone wasn't receiving the audio. We have another recommendation from Jordan Ruppert around doing them concurrently. Jordan is that something you would want to speak to or does anyone else whether the pros and cons of a year of both being accepted or them following each other with the old being used next year and the new being used the following year.

Ralph Brown – The only danger I see is in switching from the old when it can't be used anymore and then making them switch to the new is learning the process. I do like the timeline on giving them time to get ready for the new one.

Cristen McLean – It could be a both and. They could use the new one if they feel ready but then everyone has to transition to the new one by 17-18.

Lori Brown – I like the both and where you can choose based off the amount of training you think you can get in before you start to implement it so either one would be accepted next year.

Ralph Brown – That probably makes sense for those early adopters to get them in but then we have the hard and fast deadline. The early adopters method is nice hitting them hard with that training.

Ken Hermens – Jill had asked what kind of training transition will it take. How in depth or thorough does that need to be? I think we can handle most of the transition through the use of exemplar papers and my plans or thoughts were to provide kind of a PowerPoint that talks about the key differences and how to make sure the expectation is not raised while honoring the vocabulary.

Buzz Brazeau – I think we have a motion on the floor for concurrent use and I would second that motion.

Motion – Lori Brown motioned to recommend the adoption of the revised writing scoring guide for use in demonstrating the writing Essential Skill through Work Samples in a concurrent use within the 16-17 school year with training available in the 16-17 school year. Then using the new scoring guide in 17-18. Buzz Brazeau seconded the motion. 16 yes votes. The motion passes.

Bryan Toller – showed participants the example questions. Is there a motion to recommend the adoption of Aspire mathematics section as an assessment option for the Mathematics Essential Skill with an achievement standard of 431?

Motion – Jill Sumerlin motioned to recommend the adoption of Aspire mathematics section as an assessment option for the Mathematics Essential Skill with an achievement standard of 431. Ralph Brown seconded the motion. 16 yeses, the motion passes.

Ken Hermens - Selected Response Items (multiple choice). Constructed Response Tasks (require students to explain, justify, critique, create, propose, produce, design, or otherwise demonstrate knowledge). Technology-enhanced items (computer interfaces to ask questions and pose scenarios that are not possible in traditional formats). Three separate ELA Assessments: Reading, English and Writing. (showed sample selected response items with the participants)

Cristen McLean – We received a question from Tamika Hampton about the level or rigor on these questions. I'm not familiar of the extent to which students and teachers

are using Aspire but I think there would be some school districts that would have a better sense of that. Thank you for your question. Is there a motion to recommend the adoption of Aspire reading section as an assessment option for the reading Essential Skill with an achievement standard of 425?

Motion – Michelle Zundel to recommend the adoption of Aspire reading section as an assessment option for the reading Essential Skill with an achievement standard of 425. Kathy Hall seconded the motion. 16 yesses, the motion is approved.

Cristen McLean – We do have the funding for an in person meeting. I hope that that will work for your summer plans. It appears that the date that was most popular may be an in service week so we don't want to schedule over that. We're going to look for a date in August or early September that would allow us to go further in depth on a topic. The January and February are more likely to work. That will allow us to put that on your calendars a year in advance. Thank you for your attendance and participation and we look forward to meeting with you again.