

Assessment of Essential Skills Review Panel

Meeting Minutes

Friday, October 5, 2012

Panel Member Present via WebEx: Charlie Bauer, Peggy Blair, John Bouchard, Steve Boynton, Ralph Brown, Kelly Carlisle, Lori Cullen, Melissa Goff, Dawn Granger, Nicole Hilton, Bob Rayborn, Tim Rupp, Tiffany Shireman, Vicki Van Buren, Marilyn Williams, Chareane Wimbley-Gouveia, Michelle Zundel

Public: Elisabeth Murphy

Facilitating WebEx: Derek Brown

Public Comment: Elisabeth Murphy, parent of a current 12th grade student requested the panel accept the ACT with a score to include 23 to meet the Essential Skill of Writing for graduation purposes. Elisabeth expressed concern as the parent of a current high school student that has not yet met the Essential Skill of Writing requirement.

I. Welcome and approval of April 27 meeting minutes:

Derek welcomed the group. The panel had received the April 27, 2012 minutes in advance of this meeting. When asked the panel did have a chance to review the minutes and Chareane Wimbley-Gouveia moved that the minutes be approved as read. Ralph Brown seconded the motion and the motion was approved.

II. ACT Writing assessment – review concurrent validity study

Derek referred to pages 2 and 3 of the “Linking the ACT and OAKS Writing Scales” document explaining the alignment of OAKS to the SAT approved two years ago and now to the ACT matching the combined composite scores.

Derek asked the group for discussion on using 19 as a median score on the ACT to meet the Essential Skill for Writing. The first comment was from Elisabeth Murphy a parent, she responded that the table speaks for itself and is a good comparison. Derek again requested feedback from the AESRP panel members.

Ralph Brown questioned why there was no 39 in the OAKS column on the corresponding data table. Derek explained the resolution rules. Ralph Brown and Tiffany Shireman each had an additional question regarding the OAKS column of the data table. For clarification Derek referred the panel to the ACT-SAT Writing concordance for additional details.

Michelle Zundel with Tim Rupp and Charlie Bauer are in agreement with an ACT score of 19 to meet the Essential Skill for Writing and would like to make a motion that we accept the score of 19. Derek asked for additional comments before a formal motion was made. There were no additional comments from the panel.

Michelle Zundel AESRP panel member requested the State Board of Education accept the motion of a cut score of 19 on the ACT to meet the requirements for the Essential Skill of Writing.

The motion was seconded by Vicki Van Buren, and approved.

Derek advised the panel that this will be on the October Consent Agenda Docket for State Legislature approval.

III. Compass Writing Assessment

Derek explained Compass writing project and his conversation with ACT. Compass uses a direct writing component that can be delivered with variations of time limitation. The test administrator decides on the test timeframe. The selected response component of the test is only 13-16 questions. An ACT representative indicated that they were not aware of any school districts in Oregon that use the direct writing portion. That means there is no existing data to conduct a concordance validity study to better understand the relationship between OAKS Writing and the Compass writing assessments. As such, Derek would have to engineer a field test to recruit schools and collect assessment data.

Derek asked the panel for districts that use ACT to share information on Compass Writing and for direction. Vicki from Bend-LaPine suggested we look at Compass because community colleges in Oregon use it for placement purposes.

Question to Chareane Wimbley-Gouveia from Derek asking how Linn-Benton Community College uses Compass test scoring for placement. Chareane advised community colleges set cut scores individually. However, this year there has been a published placement test scoring guide. Derek asked Chareane to provide a copy to him. Chareane will provide a copy of the placement guide to Derek and they will communicate off-line. Chareane is concerned about a cut score versus cut range. It was determined the need for more information before we make a decision to begin the research to use Compass. Vicki agreed but reminded that we are not looking at college ready cut scores. Chareane asks is there a goal in 40-40-20 to give everyone more information regarding exit scores and entrance scores into college. Derek explained Vicki is concerned that OAKS is not necessarily a college entrance score and is not necessarily a meaningful score for college placement.

Michele Zundel added that she had met with Rogue Community College who advised they used a cut score of 90 on Compass and only use computer portion of the test. Rogue Community College then requires students to use a holistic writing sample with prompts to enter Writing 121. Students must use authentic writing. Steve Boynton explained that his school district and other small districts use the Compass test for placement purposes in dual credit courses.

Derek will talk with Chareane separately about collecting data and will advise in the January meeting on how intensive it will be.

IV. ELPA concurrent validity study

Derek reviewed OAR 581-22-0617 (Essential Skills for English Language Learners) and the Concurrent validity study of English Language Proficiency Assessment (ELPA), Woodcock-Munoz Language Survey (WMLS), IDEA Proficiency Test (IPT). Charlie Bauer stated he thought there had been a Federal required bridge study between ELPA, WMLS and IPT and asked if this would be additional research.

Lori from Clackamas inquired about how the new ELPA21 grant awarded to Oregon would affect the analysis? Derek advised he will research with Michelle McCoy ODE ELPA Specialist. Derek reminded the panel that the ELPA testing window closes April 30 which is after our last meeting. We will be refining our analysis over the summer and providing the panel that analysis in the fall with conversation. The panel was reminded that we need to get through November when ELPA testing opens to see how this will be affected.

Bob Rayborn checked in and asked if there will be a major revision to ELPA? Per Derek there will be standard setting procedures in November and Derek will be part of the team.

Derek explained that we will have to research much like we did with Accuplacer with suggested school districts. We must sell the need to the districts for this testing and it will come down to their willingness to participate.

V. OAKS Writing assessment – additional opportunity for students enrolled in grade 12

Derek reminded the panel of the additional testing opportunity for 12th graders who have not passed the High School Writing Assessment. Derek asked for questions, there were none.

VI. Miscellaneous updates: State Board of Education retreat, scoring guide training modules, DISCS

The Dynamic Integrated Scoring Calibration System (DISCS) is now available at the following website at <http://discs.orvsd.org/>.

There was a reminder that all Train the Trainer modules are on our website at <http://www.ode.state.or.us/search/page/?=3623>.

Derek reviewed slides depicting how the Essential Skills report will look when it is released this winter. This information had been previously sent to the panel.

Question from Derek's chat window: how many students did not graduate because of reading essential skill? Derek stated that we do not have that number since we do not ask what kept a student from graduating. Derek did advise that approximately 86% of the last year's cohort met their Reading Essential Skill by meeting or exceeding OAKS Reading.

VII. Final thoughts, questions and wrap-up

There was a question regarding training for the development of math work sample tasks. Derek advised we are working with Oregon Council of Teachers of Math to develop materials for work sample tasks. Derek hopes to provide more information to the panel prior to January's meeting.

Ralph welcomed the new members and thanked Derek for his leadership.

Derek reminded the panel of the next meeting on January 18.

VIII. Adjourn

The meeting was adjourned.