

Oregon State Board of Education

June 23, 2016

<p>SUBJECT: SAT Achievement Standards for Math, Reading, and Writing Essential Skills/OAR 581-22-0615 Assessment of Essential Skills</p> <p>STAFF NAME & OFFICE: Derek Brown and Mary Anderson, Assessment and Accountability</p> <p>SUMMARY: To adopt the Essential Skills achievement standards for math, reading, and writing for the SAT assessment</p> <p> <input type="checkbox"/> New Rule <input type="checkbox"/> Amend Existing Rule <input type="checkbox"/> Repeal Rule </p>	<p><input type="checkbox"/> Consent Agenda</p> <p><input type="checkbox"/> First Reading</p> <p><input checked="" type="checkbox"/> Action (Adoption)</p> <p><input type="checkbox"/> Information</p>
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BACKGROUND

The Assessment of Essential Skills Review Panel (AESRP) has the responsibility of recommending to the State Board of Education the achievement standards to be used for demonstrating proficiency in the Essential Skills and the State Board of Education has the responsibility of determining whether to adopt the Panel’s recommendations (OAR 581-22-0615).

The Essential Skills graduation requirements of proficiency in reading, writing, and math were adopted by the State Board of Education in June 2008. These requirements are applied to students earning a regular or modified diploma. The State Board of Education has adopted three primary assessment options by which students can demonstrate proficiency in each of the Essential Skills: State test; Other standardized tests (such as ACT, etc.); and Work Samples (local performance assessments scored using the official state scoring guides).

The State Board of Education approved the use of the SAT math, reading, and writing sections as an option for demonstrating proficiency in the math, reading and writing Essential Skills, respectively. In March of 2016, College Board transitioned to a revised version of the SAT.

Revisions

On the revised SAT students are asked questions grounded in the real world, directly related to work performed in college and career. The revised SAT asks students to apply their reading, writing, language, and math knowledge and skills to answer questions in science, history, and social studies contexts. On the English language arts and math sections, which include multiple choice questions, students will no longer be penalized for guessing. The test will include fewer questions overall but will take about the same amount of time (3 hour 45 previously and 3 hour 50 on the revised form) because students will be expected to do more in-depth analysis of content and evidence. In addition, an online version of the test will not be available in addition to the print version.

Math revisions: The item types are the same but calculators are only permitted on about 2/3rds of the questions rather than all of them. Additionally, instead of including content from a wide array of math concepts the content will be primarily focused on real-world problem solving accompanied

Oregon State Board of Education

June 23, 2016

by informational graphics, the core concepts in algebra (linear equations and systems), and equations and manipulations that form the “passport to advanced math.”

Reading revisions: There is an increased emphasis on understanding vocabulary in context. Sentence completion items were removed and the informational text selection was expanded. Each passage includes at least one question asking about which part of the text best supports the answer to the previous question.

Writing revisions: The writing prompt was revised and is consistent across all tests. Students will always be asked to read a passage, explain how the author builds an argument to persuade an audience, and support their explanation with evidence from the passage. Students are no longer asked to agree or disagree with a position or to write about a personal experience. Students now have 50 minutes to complete the writing portion instead of 25. For the language portion of the test, students will need to demonstrate a command of evidence, including identifying how to edit a part of a text so it communicates the information presented in graphical formats.

Score Linking

A direct way of connecting the previously approved SAT scores with the new SAT scores is through a concordance study.

Scores are considered concorded when the percentage of students achieving each score is the same. The following example clarifies how scores are concorded.

If

- 80% of a group of students achieve a score of X on the old test, and
- 80% of the same group of students achieve a score of Y on the revised test or the replacement test

Then

- score X would be considered concorded to score Y

College Board completed a concordance study that included scores from more than three million students. The concordance study identified the scores on the revised SAT that are concorded with Essential Skill achievement standards on the older version of SAT.

AESRP’s Recommendations

The revisions to the SAT along with the results from the final concordance study were reviewed by AESRP at their June 1st meeting. AESRP developed a recommendation regarding the use of this concordance study for math, reading, and writing Essential Skills achievement standards on the new SAT at their June 1st meeting.

AESRP voted and recommended:

- The adoption of the revised SAT as an assessment option for the math Essential Skill with an achievement standard score of 24.5.

Oregon State Board of Education

June 23, 2016

- The adoption of the revised SAT as an assessment option for the reading Essential Skill with an achievement standard score of 24.
- The adoption of the revised SAT as an assessment option for the writing Essential Skill with an achievement standard score of 27.

These achievement standard would be effective immediately for students who have test scores on the revised SAT.

SUMMARY OF PREVIOUS BOARD ACTION

The board adopted the original SAT scores for math, reading and writing as an option for demonstrating proficiency in the Essential Skill of math, reading, and writing, respectively.

Additionally, for the purpose of Essential Skills achievement standards, the board has adopted scores produced through concordance studies on several occasions. Most recently, this included adopting the scores on the revised reading section of the PSAT that were concorded with earlier version of the reading section on PSAT.

POLICY ISSUE OR CONCERNS (IF APPLICABLE)

Both PSAT and SAT have been revised and the revised forms have been recommended by AESRP to the State Board for use in demonstrating the Essential Skills. One of the revisions to these tests is that now PSAT and SAT are on the same scale and the concorded math scores recommended for adoption on both tests are 24.5. Similarly, the SAT reading score of 24 that is recommended for adoption is the same as the reading PSAT score that was already adopted.

CHANGED SINCE LAST BOARD MEETING? (IF APPLICABLE)

- N/A; first read—hasn't been before board
 No; same as last month
 Yes - As follows:

EFFECT OF A "YES" OR "NO" VOTE (AS APPROPRIATE)

EFFECT OF YES VOTE: If the board adopts the concorded SAT score, students will continue to have SAT as an assessment option for demonstrating proficiency in the math, reading, and writing Essential Skills.

EFFECT OF NO VOTE: If the board does not adopt the concorded SAT score, students will not continue to have SAT as an assessment option for demonstrating proficiency in the math, reading, and writing Essential Skills.

Oregon State Board of Education

June 23, 2016

STAFF RECOMMENDATION

Approve Approve next month No recommendation at this time

Hearing Date:

Prompted by:

State law changes Federal law changes other

Revisions to the SAT, which has been an approved option for demonstrating proficiency in the Essential Skills of math, reading, and writing.

FISCAL ANALYSIS

None

ATTACHMENTS

None