OSAS Math Summative Data and Trends
Looking Beyond the Overall Score

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Oregon Department of Education

Agenda



Inclusive Welcome

Rituals and activities for inclusion

- Sharing challenges and strengths

Engaging Practices

Sense-making time

- ***Learn***
- ***Connect***
- ***Interpret***
- ***Identify***

Intentional Closure

Time for reflections and looking forward

- Learning to share with others

Tackling Challenges Together



Inclusive Welcome:

What are the challenges for you in increasing math achievement?

What are the strengths already in your system?

Sentence Frame: A challenge is …, but a strength we have is …



Centering Student Learning

Together we will . . .

1. ***Learn***: *What OSAS Math Assessment data is available and how it can be used to inform system-level insight*
2. ***Connect:*** *OSAS Math Assessment learning/assessment targets to Oregon's academic standards*
3. ***Interpret***: *OSAS Math Assessment Reporting (Proficiency levels, systems evaluation, focus areas, and professional development opportunities)*
4. ***Identify***: *Actionable steps to support instruction and plan for the future (i.e., existing curriculum maps, OSAS Assessment Resources, etc.).*

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Learn

About the OSAS Mathematics Assessment data available and how it can be used to inform system-level insight

What OSAS Data is Available to Districts and Schools?

Key idea:

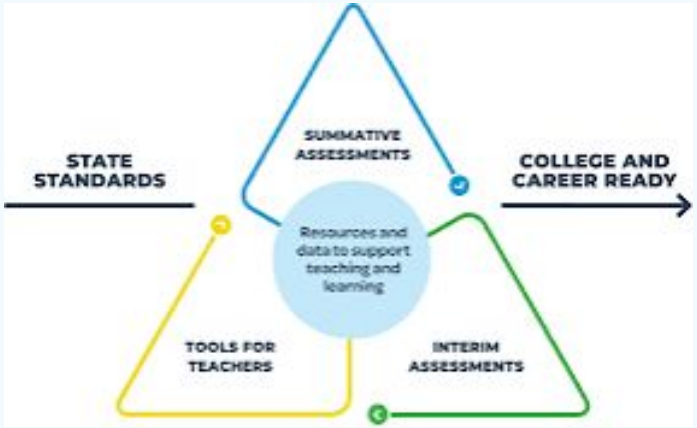
Unofficial data = **early signal (Late - Spring)**

Official data = **verified record (Late - Fall)**

Unofficial OSAS data refers to:

- ***Preliminary results*** in the Oregon Statewide Assessment System (OSAS) Portal.
- Available ***before final validation and official Fall release*** by the Oregon Department of Education (ODE).

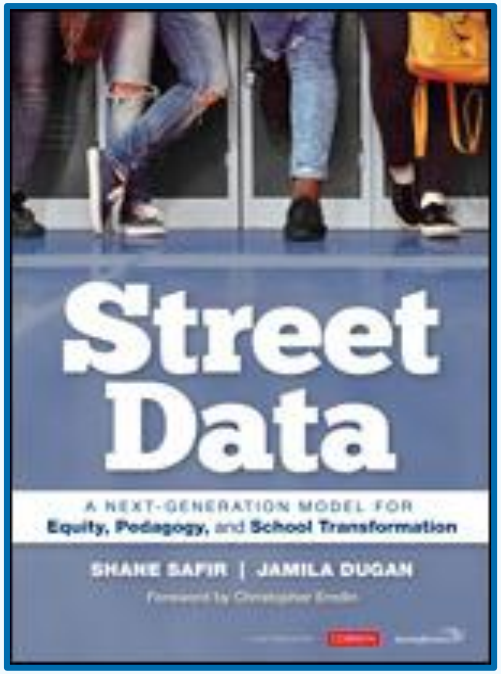
Clarifying Purpose



- **State tests are summative: designed to inform evaluation of *systems*, not students.**
- Interim assessments used as benchmarking or unit tests throughout the year.
- Formative practices: classroom evidence or observations during instruction aligned to standards and designed to inform teaching and learning.

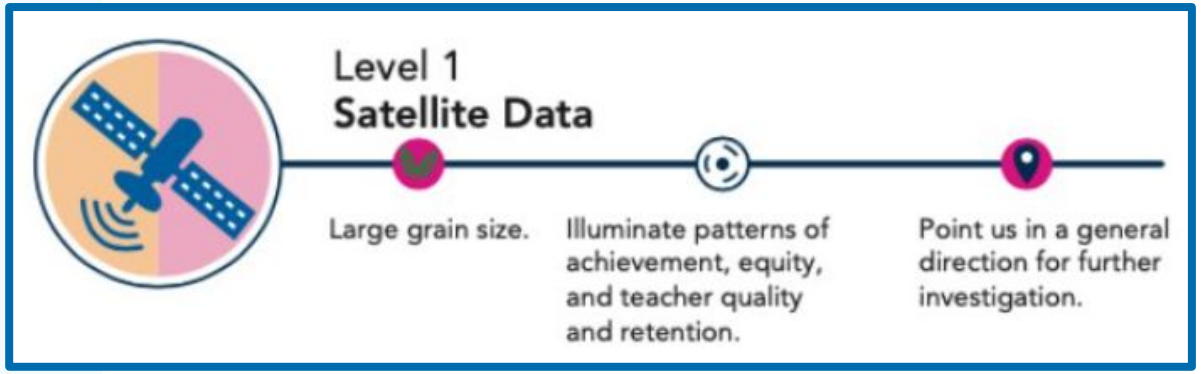
"Use the Right Assessment for the Right Purpose"

Street Data:
A Next-Generation Model for Equity, Pedagogy, and School Transformation



Satellite Data

"Data that hover far above the classroom and tell an ***important but incomplete*** story of equity. Satellite data encompass broad-brush quantitative measures like test scores, attendance patterns, and graduations rates, as well as adult indicators like teacher retention, principal attrition, and parent participation rates."



What OSAS Results DO Show

Because OSAS results give our district and schools standardized, standards-aligned academic achievement data at a single point in time, they are designed to:

- Help our district and schools **evaluate our system** and how well of teaching and learning is serving various student groups
- **Connect to our district's Performance Growth Targets (PGTs)** required through ODE's Unified Application
- **Reflect the full depth, breadth, and complexity** of Oregon's academic content standards
- Provide a **consistent comparison across schools and years** to support continuous improvement

What OSAS Results **DO NOT** Show

Because OSAS results give our district and schools standardized, standards-aligned academic achievement data at a single point in time, **they are not designed to:**

- Inform day-to-day teaching and learning like a classroom assessment systems
- Measure individual student growth at different points of time in the year
- Include or measure social-emotional skills

We use additional types of assessments for these purposes.

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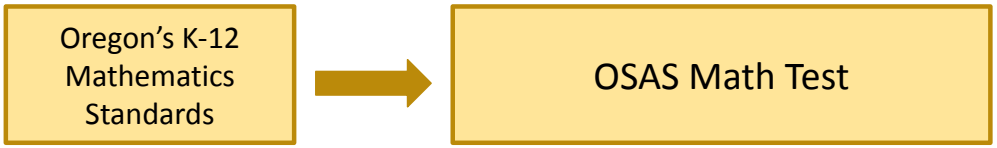
Connect

OSAS Assessment Claims with learning/assessment targets and Oregon's academic standards

Background: Math Test Design

Oregon's Mathematics summative tests are built around what students should know and be able to do within their enrolled grade.

Each claim is accompanied by grade-level assessment targets which correlate to the specific concepts associated with standards and their full depth of critical thinking (DOK), ***including the standards for mathematical practice***.



Standards

Notes:

- Green squares: major work of the grade (focus instructional time and intervention here)
- Blue squares: supporting work of the grade (**needed** for application and deeper connections to the major work of the grade)
- Yellow circles: additional work of the grade (**needed** to build conceptual understanding for a future topic or to solidify a previous topic, connected to the major work of the grade)

Grade 8 Overview

Critical Areas of Focus

In Grade 8, instructional time should focus on three critical areas:

1. Formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations;
2. Grasping the concept of a function and using functions to describe quantitative relationships;
3. Analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Link to summary of Grade 8 Critical Areas

Students should spend the large majority[1] of their time on the major work of the grade (■). Supporting work (▢) and, where appropriate, additional work (○) can engage students in the major work of the grade.

[1]At least 65% and up to approximately 85% of class time, with Grades K–2 nearer the upper end of that range, should be devoted to the major work of the grade. For more information, see the K-8 major work of the grade developed by Student Achievement Partners

Domains and Clusters

8.AEE - Algebraic Reasoning: Expressions and Equations

- ■ 8.AEE.A Expressions and Equations Work with radicals and integer exponents.
- ■ 8.AEE.B Understand the connections between proportional relationships, lines, and linear equations.
- ■ 8.AEE.C Analyze and solve linear equations and pairs of simultaneous linear equations.

8.AFN - Algebraic Reasoning: Functions

- ■ 8.AFN.A Define, evaluate, and compare functions.
- ■ 8.AFN.B Use functions to model relationships between quantities.

8.NS - Numeric Reasoning: Number Systems

- ▢ 8.NS.A Know that there are numbers that are not rational, and approximate them by rational numbers.

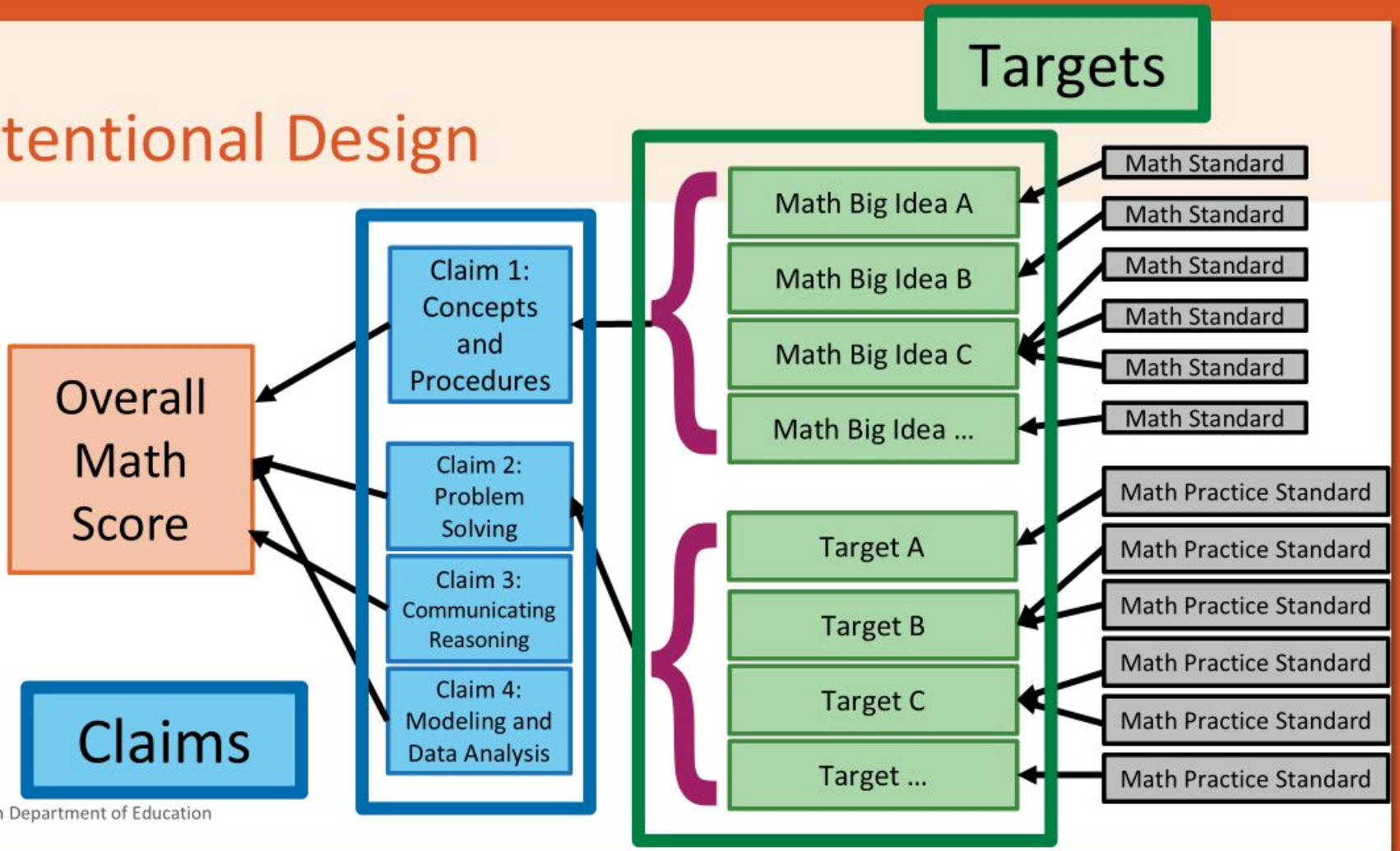
8.GM - Geometric Reasoning and Measurement

- ■ 8.GM.A Understand congruence and similarity using physical models, transparencies, or geometry software.
- ▢ 8.GM.B Understand and apply the Pythagorean Theorem.
- ○ 8.GM.C Solve mathematical problems in authentic contexts involving volume of cylinders, cones, and spheres.

8.DR - Data Reasoning

- ○ 8.DR.A Formulate Statistical Investigative Questions.
- ○ 8.DR.B Collect and Consider Data.
- ▢ 8.DR.C Analyze, summarize, and describe data.
- ■ 8.DR.D Interpret data and answer investigative questions.

Intentional Design



OSAS Test Blueprints: Priority and Supporting

Note Priority (Major work of the grade)

vs.

Supporting Designations (Supporting and Additional work of the grade)

Grade 8 OSAS Mathematics CAT Blueprint†

Claim 1: Concepts and Procedures Grade 8 Assessment Target Sets^	Target Set Designation	Number of Items in Target Set
8.AEE.A (Formerly Target B): Work with radicals and integer exponents. (DOK 1, 2) **8.AEE.B** (Formerly Target C): Understand the connections between proportional relationships, lines, and linear equations. (DOK 1, 2) **8.AEE.C** (Formerly Target D): Analyze and solve linear equations and pairs of simultaneous linear equations. (DOK 1, 2)	Priority	3
8.AFN.A (Formerly Target E): Define, evaluate, and compare functions. (DOK 1, 2) **8.AFN.B** (Formerly Target F): Use functions to model relationships between quantities. (DOK 1, 2)	Priority	2 – 3
8.GM.A (Formerly Target G): Understand congruence and similarity using physical models, transparencies, or geometry software. (DOK 1, 2)	Priority	1
8.DR.D (Formerly Target J*): Interpret data and answer investigative questions. (DOK 1, 2)	Priority	0 – 1
8.NS.A (Formerly Target A): Know that there are numbers that are not rational, and approximate them by rational numbers. (DOK 1, 2)	Supporting	1
8.GM.B (Formerly Target H): Understand and apply the Pythagorean Theorem. (DOK 1, 2) **8.GM.C** (Formerly Target I): Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres. (DOK 1, 2)	Supporting	1
8.DR.A Formulate statistical investigative questions. (DOK 1, 2) **8.DR.B** Collect and consider data. (DOK 1, 2) **8.DR.C** Analyze, summarize, and describe data. (DOK 1, 2)	Supporting	1

† Beginning in Grade 6 the Math CAT consists of one segment that includes an embedded Desmos calculator and one segment that does not allow for calculator use, consistent with Smarter Balanced Item Specifications. See the OSAS Mathematics Target Explorer for more information.
^ DOK = Depth of Knowledge. Indicates the range of cognitive complexity of items within a target, consistent with Smarter Balanced Content Specifications.
* Indicates target language changed in the 2021 Oregon K-12 Math Standards.

OSAS Test Blueprints: DOK

Note DOK level next to each Target in Claim 1

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Oregon achieves . . . together!

Grade 8 OSAS Mathematics CAT Blueprint†

Claim 1: Concepts and Procedures Grade 8 Assessment Target Sets^	Target Set Designation	Number of Items in Target Set
8.AEE.A (Formerly Target B): Work with radicals and integer exponents. (DOK 1, 2) **8.AEE.B** (Formerly Target C): Understand the connections between proportional relationships, lines, and linear equations. (DOK 1, 2) **8.AEE.C** (Formerly Target D): Analyze and solve linear equations and pairs of simultaneous linear equations. (DOK 1, 2)	Priority	3
8.AFN.A (Formerly Target E): Define, evaluate, and compare functions. (DOK 1, 2) **8.AFN.B** (Formerly Target F): Use functions to model relationships between quantities. (DOK 1, 2)	Priority	2 – 3
8.GM.A (Formerly Target G): Understand congruence and similarity using physical models, transparencies, or geometry software. (DOK 1, 2)	Priority	1
8.DR.D (Formerly Target J*): Interpret data and answer investigative questions. (DOK 1, 2)	Priority	0 – 1
8.NS.A (Formerly Target A): Know that there are numbers that are not rational, and approximate them by rational numbers. (DOK 1, 2)	Supporting	1
8.GM.B (Formerly Target H): Understand and apply the Pythagorean Theorem. (DOK 1, 2) **8.GM.C** (Formerly Target I): Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres. (DOK 1, 2)	Supporting	1
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OSAS Test Blueprints: Claims 2-4

Note DOK level next to each Target in Claims 2-4

Discussion/in the chat:

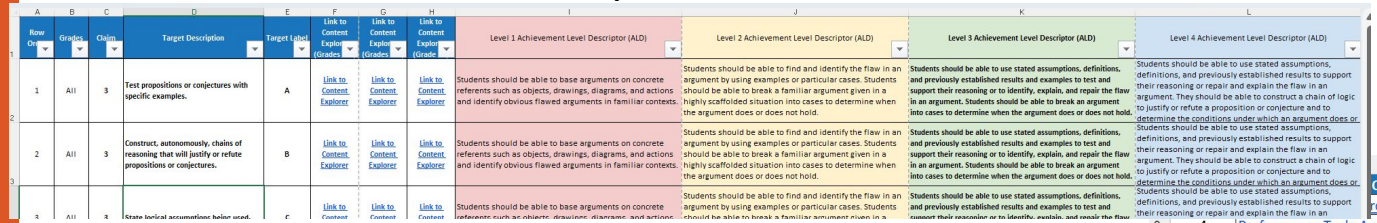
What do you notice about the DOK on the CAT items of the OSAS Math Test?

Grade 8 OSAS Mathematics CAT Blueprint†

Claims 2 – 4 Grade 8 Assessment Target Sets	Claim	DOK of Items	Number of Items in Target Set
Target A: Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	2. Problem Solving	2, 3	0 – 1
Target B: Select and use appropriate tools strategically. **Target C**: Interpret results in the context of a situation. **Target D**: Identify important quantities in a practical situation and map out their relationships (i.e., using diagrams, two-way tables, graphs, flow charts, or formulas).	2. Problem Solving	1, 2, 3	0 – 1
Target A: Apply mathematics to solve problems arising in life, society, and the workplace. **Target D**: Interpret results in the context of a situation.	4. Modeling and Data Analysis	2, 3	0 – 1
Target B: Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem. **Target E**: Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.	4. Modeling and Data Analysis	2, 3, 4	0 – 1
Target C: State logical assumptions being used. **Target F**: Identify important quantities in a practical situation and map out their relationships (i.e., using diagrams, two-way tables, graphs, flow charts, or formulas).	4. Modeling and Data Analysis	1, 2, 3	0 – 1
Total Number of Claim 2 & 4 Items on OSAS Math CAT			**3**
Target A: Test propositions or conjectures with specific examples. **Target D**: Use the technique of breaking an argument into cases.	3. Communicating Reasoning	2, 3	1 – 2
Target B: Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. **Target E**: Distinguish or correct logic or reasoning from that which is flawed, and – if there is a flaw in the argument – explain what it is.	3. Communicating Reasoning	2, 3, 4	1 – 2
Target C: State logical assumptions being used. **Target F**: Base arguments on concrete referents such as objects, drawings, diagrams, and actions. **Target G**: In Grades 6 – HS, determine conditions under which an argument does and does not apply.	3. Communicating Reasoning	2, 3	1
Total Number of Claim 3 Items on OSAS Math CAT			**4**

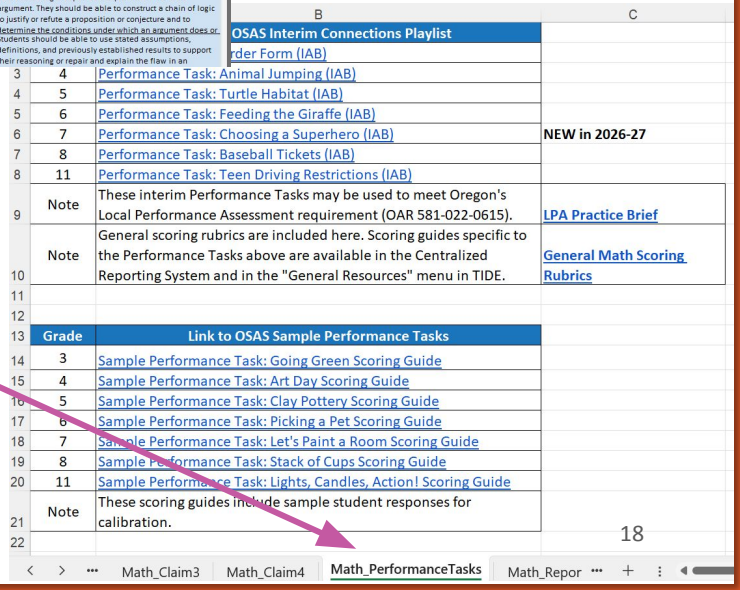
OSAS Math Target Explorer (Excel File)

Achievement Level Descriptors - for each Claim



Row On	Grades	Claim	Target Description	Target Label	Link to Content Explorer (Grades	Link to Content Explorer (Grades	Link to Content Explorer (Grade	Level 1 Achievement Level Descriptor (ALD)	Level 2 Achievement Level Descriptor (ALD)	Level 3 Achievement Level Descriptor (ALD)	Level 4 Achievement Level Descriptor (ALD)
1	All	3	Test propositions or conjectures with specific examples.	A	Link to Content Explorer	Link to Content Explorer	Link to Content Explorer	Students should be able to base arguments on concrete referents such as objects, drawings, diagrams, and actions and identify obvious flawed arguments in familiar contexts.	Students should be able to find and identify the flaw in an argument by using examples or particular cases. Students should be able to break a familiar argument given in a highly scaffolded situation into cases to determine when the argument does or does not hold.	Students should be able to use stated assumptions, definitions, and previously established results and examples to test and support their reasoning or to identify, explain, and repair the flaw in an argument. Students should be able to break an argument into cases to determine when the argument does or does not hold.	Students should be able to use stated assumptions, definitions, and previously established results to support their reasoning or repair and explain the flaw in an argument. They should be able to construct a chain of logic to justify or refute a proposition or conjecture and to determine the conditions under which an argument does or
2	All	3	Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures.	B	Link to Content Explorer	Link to Content Explorer	Link to Content Explorer	Students should be able to base arguments on concrete referents such as objects, drawings, diagrams, and actions and identify obvious flawed arguments in familiar contexts.	Students should be able to find and identify the flaw in an argument by using examples or particular cases. Students should be able to break a familiar argument given in a highly scaffolded situation into cases to determine when the argument does or does not hold.	Students should be able to use stated assumptions, definitions, and previously established results and examples to test and support their reasoning or to identify, explain, and repair the flaw in an argument. Students should be able to break an argument into cases to determine when the argument does or does not hold.	Students should be able to use stated assumptions, definitions, and previously established results to support their reasoning or repair and explain the flaw in an argument. They should be able to construct a chain of logic to justify or refute a proposition or conjecture and to determine the conditions under which an argument does or
3	All	3	State logical assumptions being used.	C	Link to Content	Link to Content	Link to Content	Students should be able to base arguments on concrete referents such as objects, drawings, diagrams, and actions	Students should be able to find and identify the flaw in an argument by using examples or particular cases. Students should be able to break a familiar argument given in a	Students should be able to use stated assumptions, definitions, and previously established results and examples to test and support their reasoning or to identify, explain, and repair the flaw	Students should be able to use stated assumptions, definitions, and previously established results to support their reasoning or repair and explain the flaw in an

Math Performance Tasks

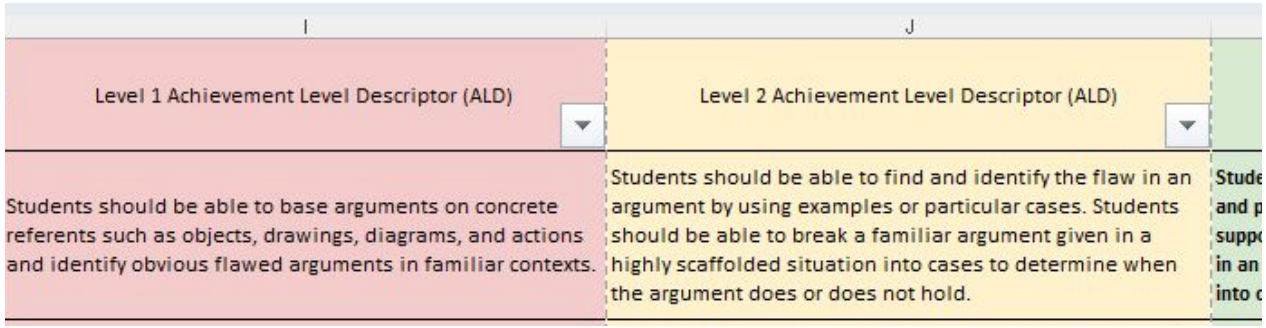


	B	C
	OSAS Interim Connections Playlist	
	rder Form (IAB)	
3	4 Performance Task: Animal Jumping (IAB)	
4	5 Performance Task: Turtle Habitat (IAB)	
5	6 Performance Task: Feeding the Giraffe (IAB)	
6	7 Performance Task: Choosing a Superhero (IAB)	**NEW in 2026-27**
7	8 Performance Task: Baseball Tickets (IAB)	
8	11 Performance Task: Teen Driving Restrictions (IAB)	
9	Note: These interim Performance Tasks may be used to meet Oregon's Local Performance Assessment requirement (OAR 581-022-0615).	LPA Practice Brief
10	Note: General scoring rubrics are included here. Scoring guides specific to the Performance Tasks above are available in the Centralized Reporting System and in the "General Resources" menu in TIDE.	General Math Scoring Rubrics
11		
12		
13	**Grade**	**Link to OSAS Sample Performance Tasks**
14	3 Sample Performance Task: Going Green Scoring Guide	
15	4 Sample Performance Task: Art Day Scoring Guide	
16	5 Sample Performance Task: Clay Pottery Scoring Guide	
17	6 Sample Performance Task: Picking a Pet Scoring Guide	
18	7 Sample Performance Task: Let's Paint a Room Scoring Guide	
19	8 Sample Performance Task: Stack of Cups Scoring Guide	
20	11 Sample Performance Task: Lights, Candles, Action! Scoring Guide	
21	Note: These scoring guides include sample student responses for calibration.	
22		

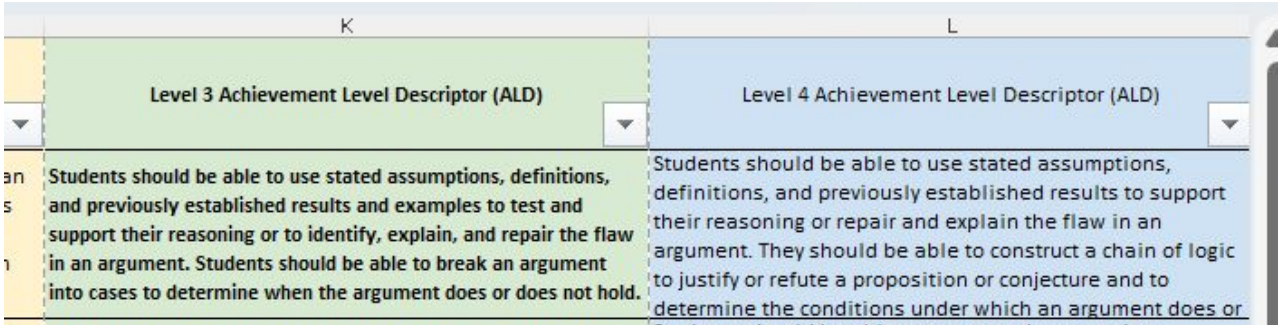
Math_Claim3 | Math_Claim4 | Math_PerformanceTasks | Math_Repor

OSAS Math Target Explorer (Excel File)

Achievement Level Descriptors - for each Claim



I	J
Level 1 Achievement Level Descriptor (ALD)	Level 2 Achievement Level Descriptor (ALD)
Students should be able to base arguments on concrete referents such as objects, drawings, diagrams, and actions and identify obvious flawed arguments in familiar contexts.	Students should be able to find and identify the flaw in an argument by using examples or particular cases. Students should be able to break a familiar argument given in a highly scaffolded situation into cases to determine when the argument does or does not hold.



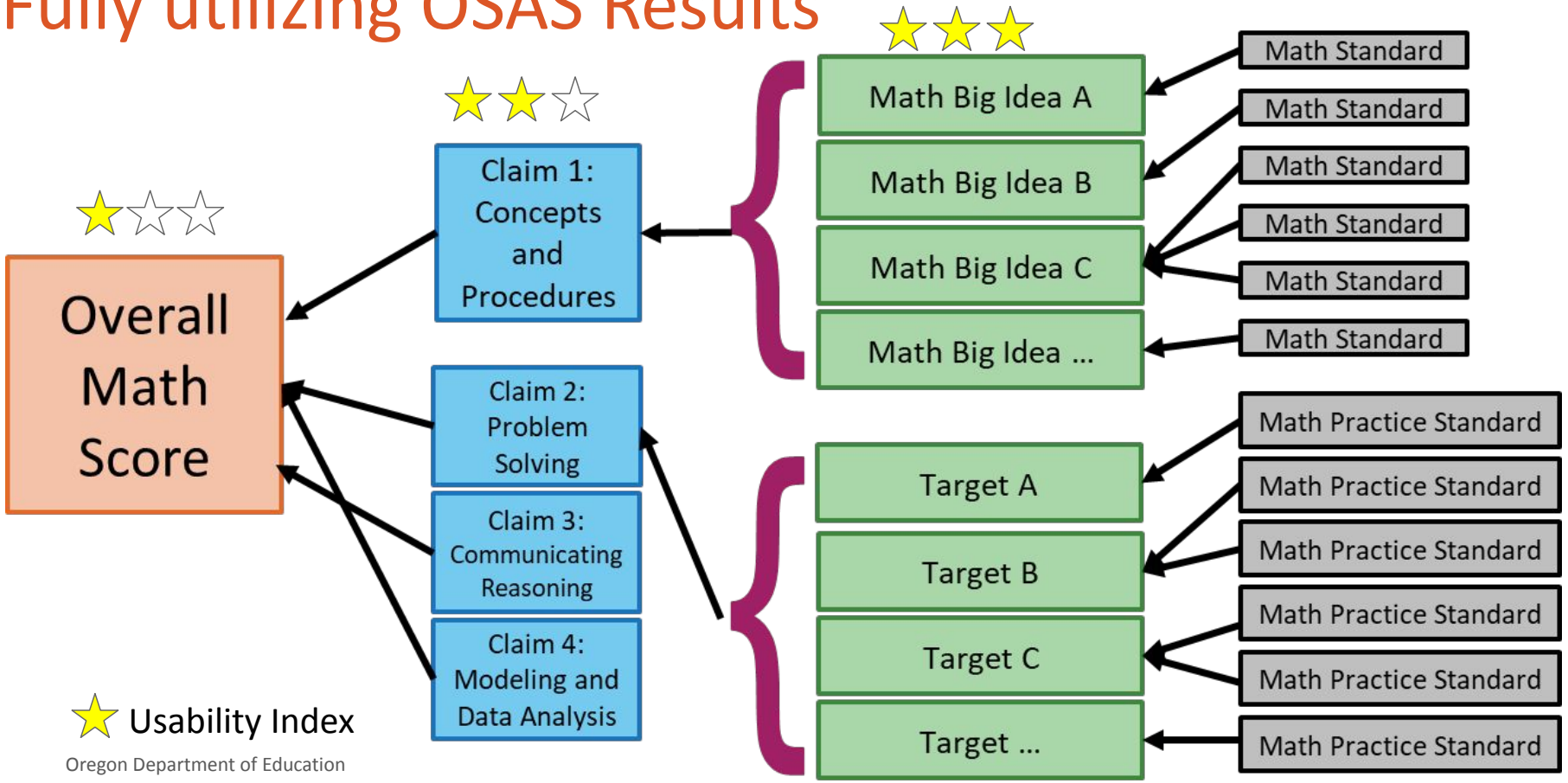
K	L
Level 3 Achievement Level Descriptor (ALD)	Level 4 Achievement Level Descriptor (ALD)
Students should be able to use stated assumptions, definitions, and previously established results and examples to test and support their reasoning or to identify, explain, and repair the flaw in an argument. Students should be able to break an argument into cases to determine when the argument does or does not hold.	Students should be able to use stated assumptions, definitions, and previously established results to support their reasoning or repair and explain the flaw in an argument. They should be able to construct a chain of logic to justify or refute a proposition or conjecture and to determine the conditions under which an argument does or

Critical Thinking: Depth of Knowledge (DOK)

DOK level describes thinking required by a task, not whether or not the task is "difficult".

DOK 1: Recall: The first Depth of Knowledge level is defined as **recollection and reproduction.** Requires students to receive or recite facts or to use simple skills or abilities.	**DOK 3: Strategic thinking:** The third Depth of Knowledge level is defined as **strategic thinking.** Requires students to support their thinking. Includes, non-routine problem solving.
DOK 2: Application: The second Depth of Knowledge level is defined as **knowledge application.** Requires students to process beyond recall. Students use understanding to work with ideas and apply what they know (i.e., conceptual understanding, such applying mathematical concepts them accurately and efficiently).	**DOK 4 Critical thinking:** The fourth Depth of Knowledge level is defined as **extended critical thinking.** Requires extended thinking, modeling complex problems with mathematics, and making connections at a deeper level.

Fully utilizing OSAS Results



Each Deeper Layer of Data Focuses the Image

To Target Level Performance

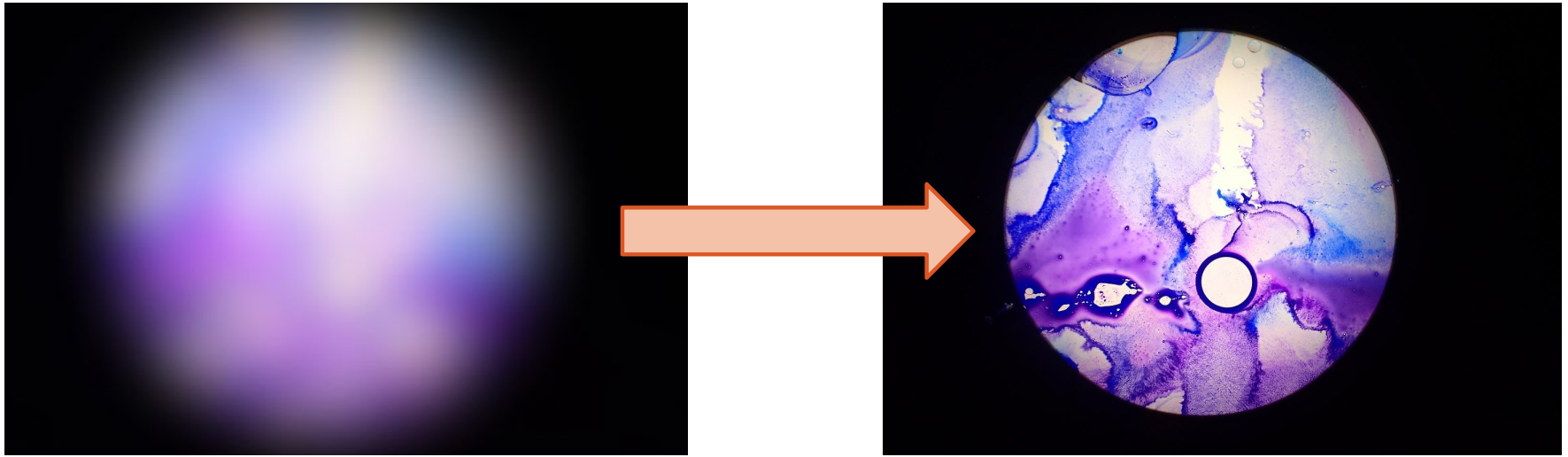


Image by Tina Jereb from Pixabay

Interpret

OSAS Assessment Reporting

(Proficiency levels, systems evaluation, focus areas, and professional development opportunities)

Accessing Target Reports

Target Reports are only accessible through the OSAS Portal through the Centralized Reporting System (CRS).

To log in to the CRS, **you must have an authorized username and password**. This is the same system used for test administration.

If you have not yet received your login information, contact your District Testing Coordinator as you will need to be added to the Test Information Distribution Engine (TIDE) before you can access the CRS.

Note: District Data Dashboards will not be able to extract Target Reports as they are not part of ODE Accountability Warehouse Extract (AWE)

Accessing OSAS Reports through OSASPortal.org

1.



USER

Test Administrators

Access systems used before, during, and after testing and review key resources.

2.

After Testing

SYSTEM

Reporting

Access and download state assessment results and view reports on student performance.

3.

Secure Login

Email Address

Email Address

Password

Password

Reset Password

Log In

4.

Which test groups would you like to start with?

- Interim
  - Science
- Interim Assessment Blocks (IAB)
  - ELA
  - Mathematics
- OSAS
  - ELA
  - Mathematics
  - Science

Go to Dashboard

5.

OSAS Mathematics

Grades Tested: **3, 4, 5, 6, 7, 8, 11**

Tests Taken: **132** Date Last Taken: **05/29/2026**

Percent	57%	30%	11%	3%
Count	75	39	14	4

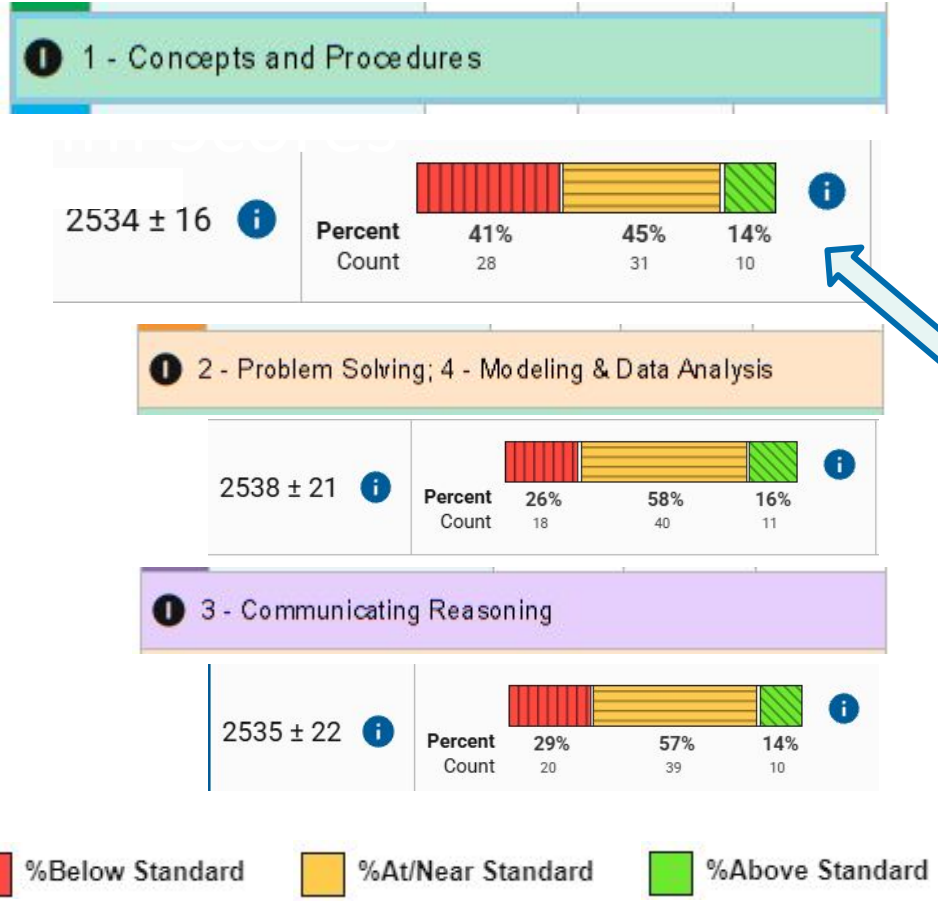
Overall Math Score

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
OSAS High School Mathematics	OSAS	11	Spring 2026 (OSAS)	93	2518 ± 13	Percent 61% 19% 13% 6% Count 57 18 12 6	05/28/2026
OSAS Grade 8 Mathematics	OSAS	8	Spring 2026 (OSAS)	80	2546 ± 14	Percent 38% 25% 20% 18% Count 30 20 16 14	
OSAS Grade 7 Mathematics	OSAS	7	Spring 2026 (OSAS)	70	2497 ± 15	Percent 37% 36% 17% 10% Count 26 25 12 7	05/06/2026
OSAS Grade 6 Mathematics	OSAS	6	Spring 2026 (OSAS)	72	2471 ± 12	Percent 54% 22% 13% 11% Count 39 16 9 8	05/05/2026
OSAS Grade 5 Mathematics	OSAS	5	Spring 2026 (OSAS)	69	2468 ± 12	Percent 43% 29% 10% 17% Count 30 20 7 12	04/28/2026
OSAS Grade 4 Mathematics	OSAS	4	Spring 2026 (OSAS)	67	2452 ± 10	Percent 31% 30% 24% 15% Count 21 20 16 10	04/28/2026
OSAS Grade 3 Mathematics	OSAS	3	Spring 2026 (OSAS)	73	2407 ± 11	Percent 38% 26% 22% 14% Count 28 19 16 10	05/19/2026

Overall Math Score

38% of Grade 8 students scored at a Level 3 or 4.

"Now What?"

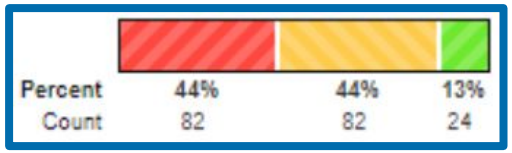


Content Subscore

<u>86%</u> of Grade 8 students are performing "Below Standard" on Claim 1.

"Now What?"

Satellite View of the ***System***



Content Subscore

Overall Math Score

Math Big Idea A

Math Big Idea B

Math Big Idea C

Math Big Idea …

Math Standard

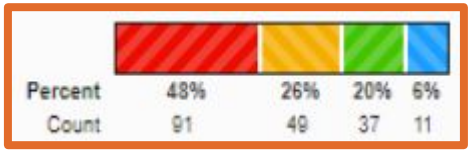
Math Standard

Math Standard

Math Standard

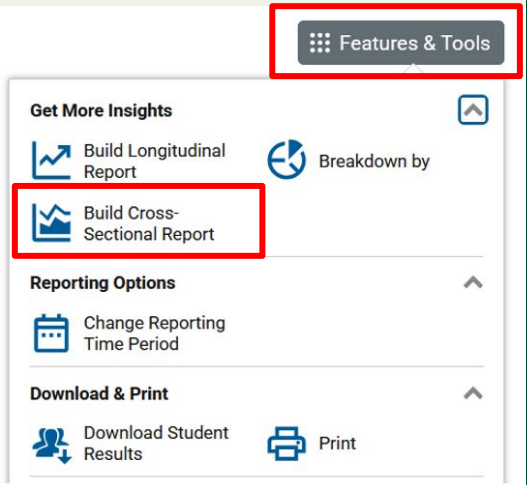
Math Standard

A. Algebraic Reasoning							
5.OA.A		Below	=	Below	+	Below	−
5.OA.B		Below	−	*	*	Below	−



District Grade Performance by School and Reporting Category

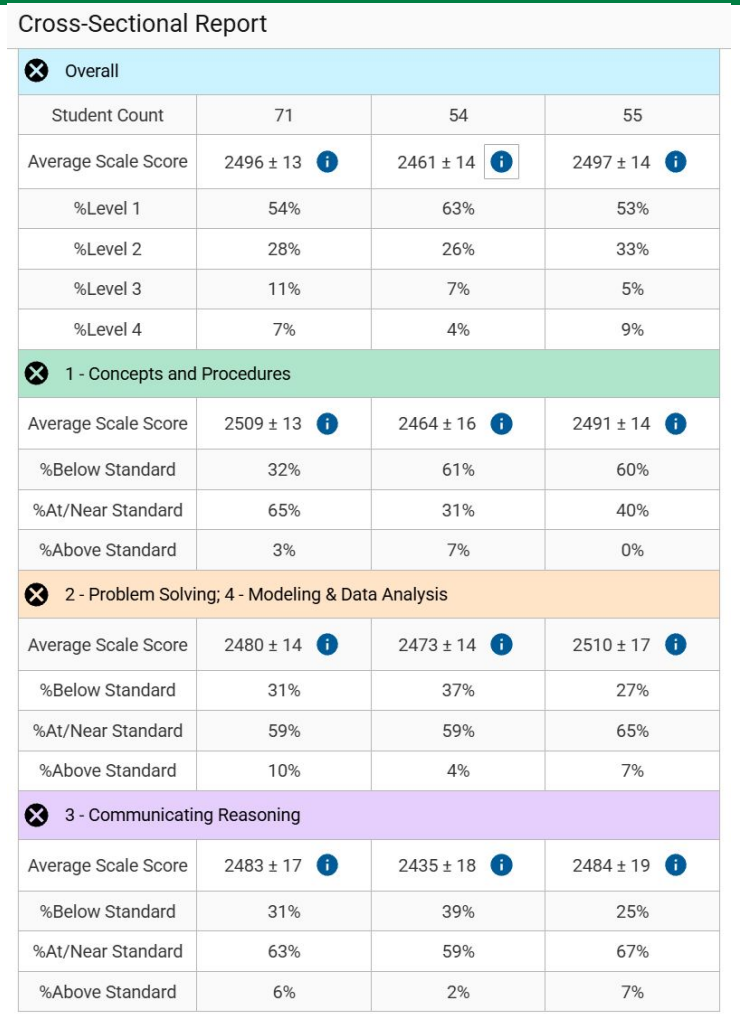
School	School ID	Total	Total				1 - Concepts and Procedures	2 - Problem Solving; 4 - Modeling & Data Analysis	3 - Communicating Reasoning
			Student Count	Average Scale Score	Performance Distribution	Percent Proficient			
State			36577	2515 ± 1	Percent: 48% 22% 14% 16% Count: 17.4K 8.1K 5.2K 5.8K	30%			
District			154	2546 ± 14	Percent: 38% 25% 20% 18% Count: 30 20 16 14	38%			
School 1	School 1 ID		73	2582 ± 36	Percent: 27% 9% 45% 18% Count: 3 1 5 2	64%			
School 2	School 2 ID		81	2540 ± 15	Percent: 39% 28% 16% 17% Count: 27 19 11 12	33%			



Analyzing Cross-Sectional Target Reports

Have you seen target reports before?

Viewing Multi-year OSAS Summative Data Trends to Identify Patterns student performance - **Overall**, **Claim 1: Concepts and Procedures, Claims 2&4: Problem Solving,** and **Claim 3: Communication**.



Cross-Sectional Report

Overall			
Student Count	71	54	55
Average Scale Score	2496 ± 13	2461 ± 14	2497 ± 14
%Level 1	54%	63%	53%
%Level 2	28%	26%	33%
%Level 3	11%	7%	5%
%Level 4	7%	4%	9%
1 - Concepts and Procedures			
Average Scale Score	2509 ± 13	2464 ± 16	2491 ± 14
%Below Standard	32%	61%	60%
%At/Near Standard	65%	31%	40%
%Above Standard	3%	7%	0%
2 - Problem Solving; 4 - Modeling & Data Analysis			
Average Scale Score	2480 ± 14	2473 ± 14	2510 ± 17
%Below Standard	31%	37%	27%
%At/Near Standard	59%	59%	65%
%Above Standard	10%	4%	7%
3 - Communicating Reasoning			
Average Scale Score	2483 ± 17	2435 ± 18	2484 ± 19
%Below Standard	31%	39%	25%
%At/Near Standard	63%	59%	67%
%Above Standard	6%	2%	7%

Analyzing Cross-Sectional Target Reports

Viewing Multi-year OSAS Summative Data Trends to Identify Patterns in **Overall**, **Concepts and Procedures**, **Problem Solving/Data Analysis** and **Communicating Reasoning** Performance.

Average Scale Score	2531 ± 3	2546 ± 3	2545 ± 3
%Level 1	43%	40%	41%
%Level 2	21%	20%	19%
%Level 3	14%	16%	15%
%Level 4	22%	24%	25%
1 - Concepts and Procedures			
Average Scale Score	2535 ± 3	2547 ± 3	2547 ± 3
%Below Standard	39%	37%	36%
%At/Near Standard	40%	42%	41%
%Above Standard	21%	21%	22%
2 - Problem Solving; 4 - Modeling & Data Analysis			
Average Scale Score	2532 ± 3	2540 ± 3	2540 ± 3
%Below Standard	24%	27%	26%
%At/Near Standard	58%	53%	53%
%Above Standard	18%	21%	21%
3 - Communicating Reasoning			
Average Scale Score	2522 ± 3	2543 ± 4	2542 ± 4
%Below Standard	25%	23%	24%
%At/Near Standard	59%	58%	58%
%Above Standard	17%	19%	18%

Consistent Level 3 and 4 Percent Proficient

Consistent % Above Standard in Concepts and Procedures

Consistent Lower % Below Standard in Problem Solving/Modeling

Consistent Lower % Below Standard in Problem Solving/Modeling

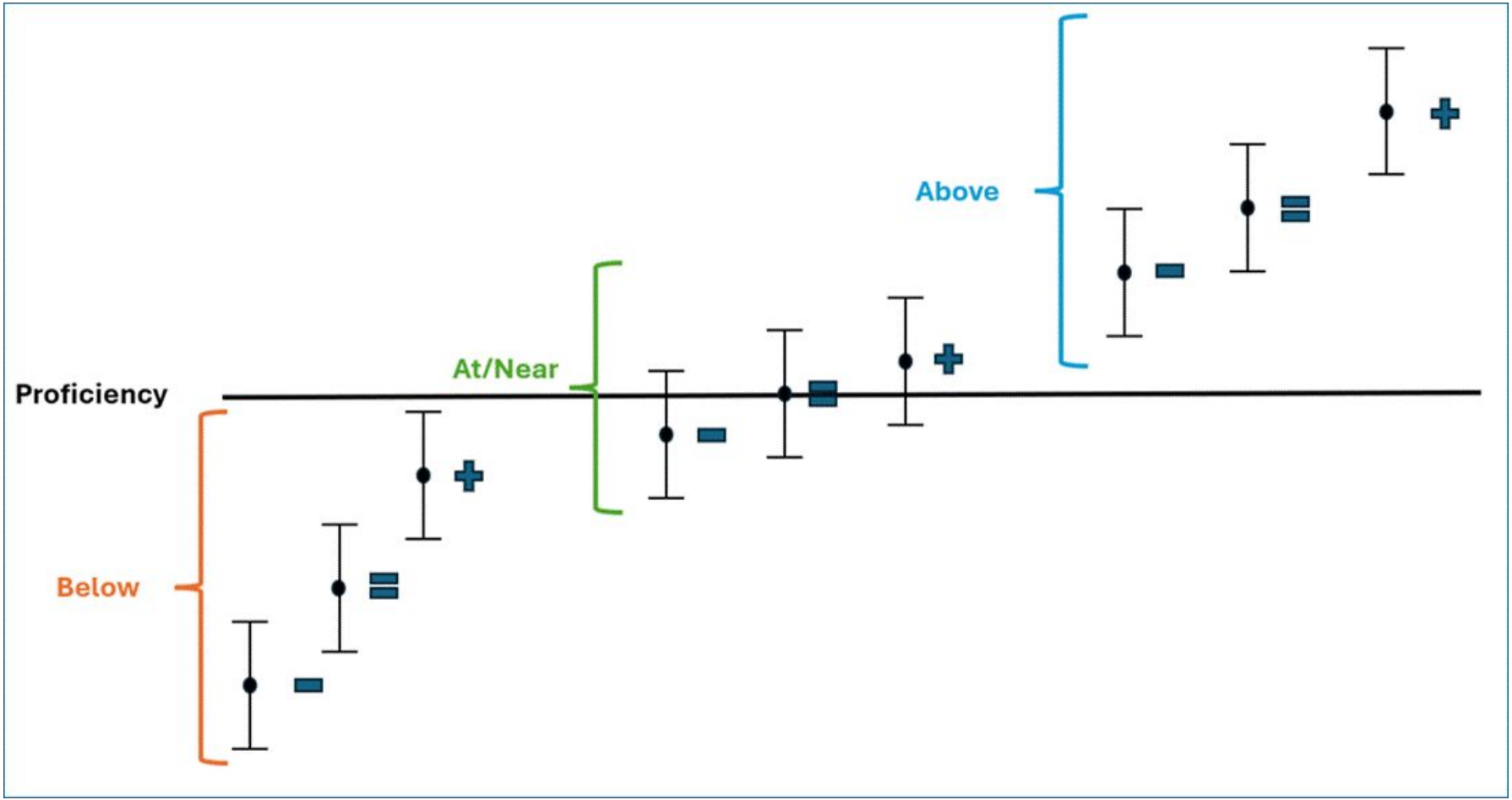
Interpretation of Target-Level Results

Primary: Proficient

Secondary: Growth Indicator

Proficient?	Growth Area Indicator?	Interpretation
Below	−	Results scored **Below** proficiency and was a **Growth Area** requiring additional and strategic support to improve systems for students
Below	=	Results scored **Below** proficiency and was a **Neutral** strength which requires additional support to improve systems for students
Below	+	Results scored **Below** proficiency however this was a relative **Strength** and could be a focus target to improve systems for at/near proficiency
At/Near	−	Results scored **At/Near** proficiency and was a **Growth Area** requiring add support student pro
At/Near	=	Res **utral** strength which requires additional support to strengthen systems for student proficiency
At/Near	+	Results scored **At/Near** proficiency and was a relative **Strength** and could be a focus target to improve systems for above proficiency outcomes
Above	−	Results scored **Above** proficiency and was a **Growth Area;** analysis to ensure the system continues to support above proficiency outcomes
Above	=	Results scored **Above** proficiency and was a **Neutral** strength; analyze opportunities to apply instructional practices to other assessment targets
Above	+	Results scored **Above** proficiency and was a relative **Strength**; analyze opportunities to apply instructional practices to other assessment targets

Approaching


Above
At/Near
Proficiency
Below

Interpretation of Target-Level Results

What are our strengths?
What are areas for growth?
Click ⓘ to see priority or supporting targets.

New Curriculum?
New Schedule?

Targets	School Year & Test Reason					
	2023 - 2024		2024 - 2025		2025 - 2026	
	Spring 2024 (OSAS)		Spring 2025 (OSAS)		Spring 2026 (OSAS)	
	Proficient?	Strength?	Proficient?	Strength?	Proficient?	Strength?
1 - Concepts and Procedures						
A. Algebraic Reasoning						
8.AEE.A	Below	=	Below	−	Below	−
8.AEE.B	Below	+	Below	−	Below	+
8.AEE.C	Below	+	Below	+	Below	+
8.AFN.A	Below	+	Below	+	Below	+
8.AFN.B	Below	+	Below	+	Below	+
B. Numeric Reasoning						
8.NS.A	Below	−	Below	−	Below	−
C. Geometric Reasoning and Measurement						
8.GM.A	Below	=	Below	+	Below	=
8.GM.B	Above	+	Below	=	Below	=
8.GM.C	Below	−	Above	−	Above	−
D. Data Reasoning						
8.DR.A	*	*	Below	−	Below	=
8.DR.B	*	*	Above	+	At/Near	=

Identify

Actionable steps to support instruction and plan for the future

(i.e., instructional professional development, existing curriculum maps, etc.).

Coherence in Teaching and Learning



INSTRUCTIONAL PRACTICES, HIGH-QUALITY INSTRUCTIONAL MATERIALS, AND ASSESSMENT WORK TOGETHER



STUDENTS GET A CONSISTENT, CONNECTED EXPERIENCE



ASSESSMENTS ARE THE FEEDBACK LOOP FOR INSTRUCTION

Rigor: What can I do to increase rigor?
Immediate Actions to Increase DOK in Math/ELA

DO THIS TOMORROW

6 fast moves that reliably "lift" questions toward DOK 3 – 4:

1. **Pre-plan 1 higher - DOK question per segment** (opening, midpoint, closure).
2. **Add a "DOK follow-up" habit: Why? How do you know? What evidence supports that?**
3. **Require justification:** students must explain their reasoning (text, data, model, worked example).
4. **Shift talk time:** ask, pause, then press for elaboration before validating.
5. **Use a question ladder: start at DOK 1/2, push to DOK 3 with reasoning, extend to DOK 4 with synthesis.**
6. **End with student-generated questions:** 2 minutes to write one DOK 2 or 3 question for peers.

5-minute "DOK Tune-Up" routine
Choose one task from your instructional materials and identify current DOK.
Then rewrite one prompt to move it up one level.

What about Focus and Coherence?

Focus on the **Major Work** of the Grade!
Include Supporting and Additional Work of the Grade!

Oregon Department of Education

Grade 8 Overview

Critical Areas of Focus

In Grade 8, instructional time should focus on three critical areas:

1. Formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations;
2. Grasping the concept of a function and using functions to describe quantitative relationships;
3. Analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Link to summary of Grade 8 Critical Areas

Students should spend the large majority[1] of their time on the major work of the grade (■). Supporting work (□) and, where appropriate, additional work (○) can engage students in the major work of the grade.

[1]At least 65% and up to approximately 85% of class time, with Grades K–2 nearer the upper end of that range, should be devoted to the major work of the grade. For more information, see the K-8 major work of the grade developed by Student Achievement Partners

Domains and Clusters

8.AEE - Algebraic Reasoning: Expressions and Equations

- ■ 8.AEE.A Expressions and Equations Work with radicals and integer exponents.
- ■ 8.AEE.B Understand the connections between proportional relationships, lines, and linear equations.
- ■ 8.AEE.C Analyze and solve linear equations and pairs of simultaneous linear equations.

8.AFN - Algebraic Reasoning: Functions

- ■ 8.AFN.A Define, evaluate, and compare functions.
- ■ 8.AFN.B Use functions to model relationships between quantities.

8.NS - Numeric Reasoning: Number Systems

- □ 8.NS.A Know that there are numbers that are not rational, and approximate them by rational numbers.

8.GM - Geometric Reasoning and Measurement

- ■ 8.GM.A Understand congruence and similarity using physical models, transparencies, or geometry software.
- □ 8.GM.B Understand and apply the Pythagorean Theorem.
- ○ 8.GM.C Solve mathematical problems in authentic contexts involving volume of cylinders, cones, and spheres.

8.DR - Data Reasoning

- ○ 8.DR.A Formulate Statistical Investigative Questions.
- ○ 8.DR.B Collect and Consider Data.
- □ 8.DR.C Analyze, summarize, and describe data.
- ■ 8.DR.D Interpret data and answer investigative questions.

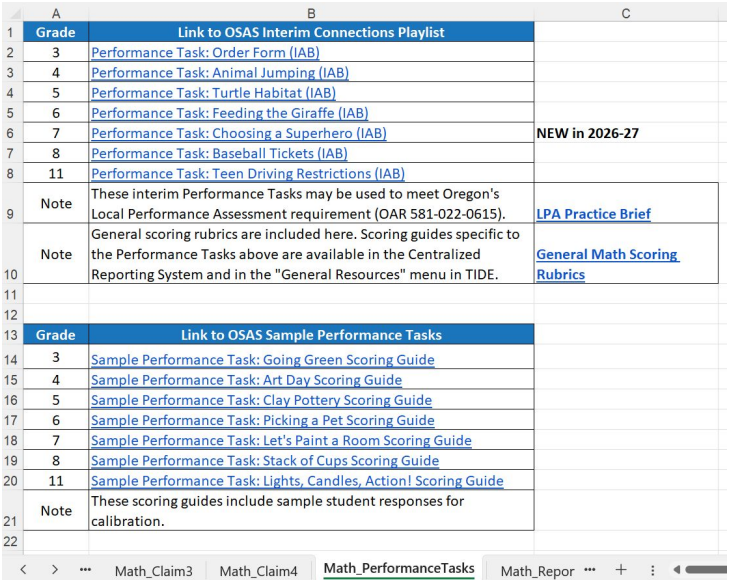
Now What? ***Here's What!***

Technical Challenge	Top 3 Uses for Target Reports	Adaptive Challenge
Is our teaching and learning system aligned to standards?	***Is our pacing appropriate?***	***Is our instruction effective?***
Target reports provide an opportunity to evaluate **instructional materials** and district/school assessment systems for alignment to **state standards**.	Target reports can indicate whether inadequate or inconsistent amounts of **instructional time** are dedicated to associated standards.	Target reports can be used by Professional Learning Teams (PLTs) to analyze the **effectiveness of instructional practices**.

LPA Math Problem Solving Resources

Oregon Administrative Rule (OAR) 581-022-2115:

Districts must annually administer a Local Performance Assessment for students in grades 3 through 8 and at least once in high school in Math Problem Solving.

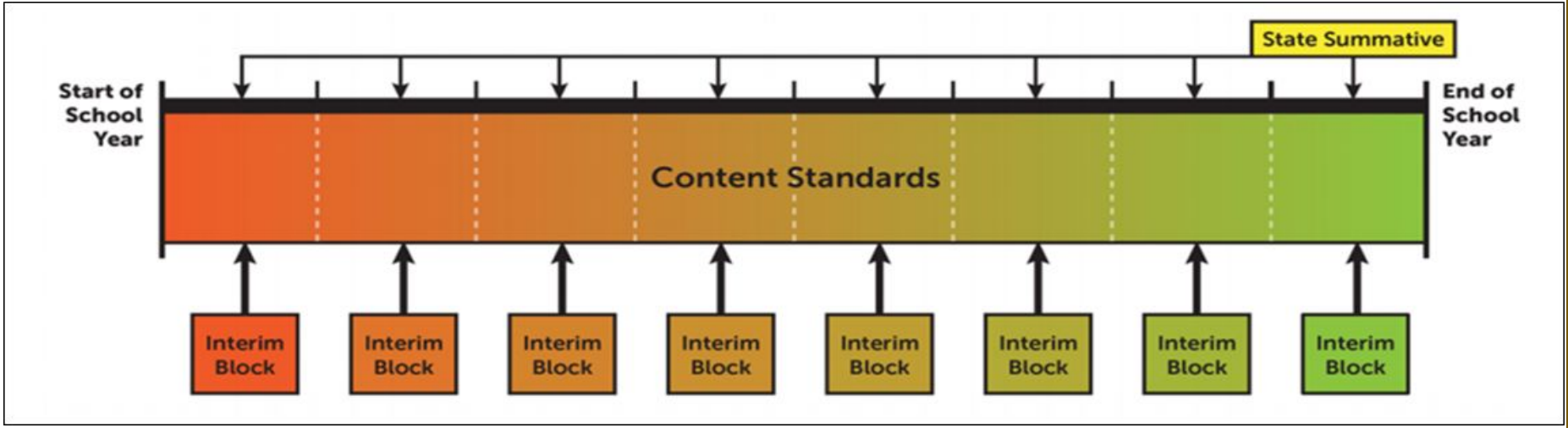


Grade	Link to OSAS Interim Connections Playlist	
3	Performance Task: Order Form (IAB)	
4	Performance Task: Animal Jumping (IAB)	
5	Performance Task: Turtle Habitat (IAB)	
6	Performance Task: Feeding the Giraffe (IAB)	
7	Performance Task: Choosing a Superhero (IAB)	NEW in 2026-27
8	Performance Task: Baseball Tickets (IAB)	
11	Performance Task: Teen Driving Restrictions (IAB)	
Note	These interim Performance Tasks may be used to meet Oregon's Local Performance Assessment requirement (OAR 581-022-0615).	LPA Practice Brief
Note	General scoring rubrics are included here. Scoring guides specific to the Performance Tasks above are available in the Centralized Reporting System and in the "General Resources" menu in TIDE.	General Math Scoring Rubrics

Grade	Link to OSAS Sample Performance Tasks
3	Sample Performance Task: Going Green Scoring Guide
4	Sample Performance Task: Art Day Scoring Guide
5	Sample Performance Task: Clay Pottery Scoring Guide
6	Sample Performance Task: Picking a Pet Scoring Guide
7	Sample Performance Task: Let's Paint a Room Scoring Guide
8	Sample Performance Task: Stack of Cups Scoring Guide
11	Sample Performance Task: Lights, Candles, Action! Scoring Guide
Note	These scoring guides include sample student responses for calibration.

Math_Claim3 | Math_Claim4 | Math_PerformanceTasks | Math_Repor

Integrating Interim Blocks and Problem Solving Tasks



Coherence: Pathways to Progress



- Use Target Trend Reports to identify opportunities
- Gain clarity on grade-level expectations
  - Range Achievement Level Descriptors in Target Explorer
  - Depth of Knowledge Levels in Blueprints
- Implement Performance Tasks or Problem Solving Tasks
- Select Interim Assessment Blocks (including PTs)
- *Update curriculum guides, analyze instructional materials . . .*

Reflect and Connect



Action Planning:

1. **Who** are your partners to develop a shared vision?
2. **What** professional learning needs do you have?
3. **Where** and **when** do you want to start? (i.e., which claim and target(s)?
4. **Why** do you need to build assessment and data literacy?
5. **How** will communication with school staff, families, and students support your vision?

Intentional Closure

What is one reflection that you will share with others from this presentation?

1. *I will connect with … to partner on this work.*
2. *I will plan PD on … to move this work forward.*
3. *I will look more closely at … report.*
4. *I need to build assessment and data literacy because …*
5. *I will communicate my learning with … by …*



Thank You!

Webinar Session Registration Options (all the same)

- **Monday, Oct. 5, 2026 (1:00 – 2:00 PM)**
- **Tuesday, Oct. 6, 2026 (4:30 – 5:30 PM)**
- **Monday, Oct. 12, 2026 (10:00 – 11:00 AM)**
- **Monday, Oct. 19, 2026 (9:00 – 10:00 AM)**
- **Wednesday, Oct. 21, 2026 (2:30 – 3:30 PM)**
- **Thursday, Oct. 22, 2026 (4:00 – 5:00 PM)**
- **Friday, Oct. 23, 2026 (8:30 – 9:30 AM)**

RESOURCES

OSAS Math Summative Data and Trends Looking Beyond the Overall Score Links

After Session Office Hours of Support

- Data interpretation guidance
- Instructional planning and
- Professional learning recommendations

Drop-in Support – Zoom Registration

Friday, Oct. 16, 2026 (9:35 – 11:00 AM)

Friday, Oct. 23, 2026 (9:35 – 11:00 AM)

Friday, Oct. 30, 2026 (9:35 – 11:00 AM)

CONTACT US

Jennifer Bell, Math Assessment Specialist