



OREGON ASSESSMENT OF KNOWLEDGE AND SKILLS



English Language Arts, English Language Proficiency, Mathematics, Science, Social Sciences

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OREGON ASSESSMENT OF KNOWLEDGE AND SKILLS

Oregon's Assessment Accessibility Supports

HB 2680 Workgroup
March 18, 2018



DEPARTMENT OF
EDUCATION



PURPOSE



- The focus of this presentation is to provide participants with an overview of the development and implementation of Oregon's 2015-16 statewide assessment accessibility supports for English/Language Arts and Mathematics.

LEARNING OUTCOMES



- Provide an historical overview of Smarter Balanced assessment accessibility supports and item development
- Overview of the 2015-16 Oregon Accessibility Manual
- Demonstration of accessibility supports via Smarter Balanced practice test.



Smarter Balanced Accessibility

Historical Overview

Smarter Balanced Accessibility (History)



- Test Administration Student Accessibility Work Group (TASA) (Fall 2011-Summer 2014)
- Usability, Accessibility and Accommodations Guidelines Advisory Committee (UAAG) (Summer 2014-Present)
- Accessibility Supports Iterative Process

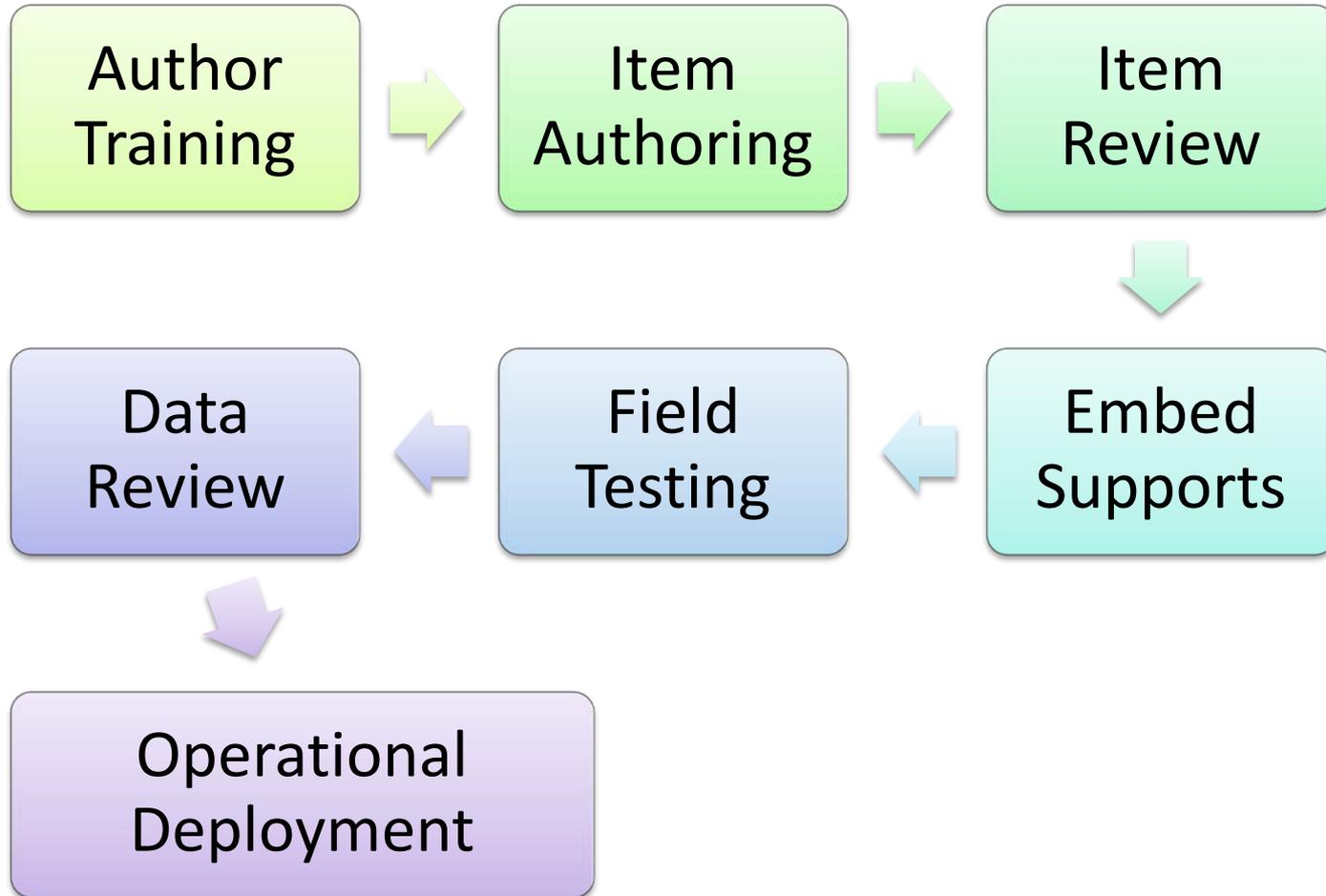
Test Administration Student Accessibility (TASA)



- Developed Initial Smarter Balanced Test Administration Manual (TAM)
- Worked with researchers and practitioners in the field to develop initial accessibility supports categories and supports
- Reviewed pilot and field test items for accessibility issues

****OR had 2 Representatives**

Stages of Item Development



Quality Criteria Checklist: Accessibility and Engagement



| Question | Answer (Yes/No) | |
|---|-----------------|----|
| Accessibility | | |
| Can the item be transcribed into Braille? | Yes | No |
| Can the item be translated into American Sign Language? | Yes | No |
| Can the item be accessed through various assistive technologies, such as screen readers ¹ or text-to-speech technology? | Yes | No |
| Does the item address topics for a "mainstream" audience, avoiding contexts or examples that may be unfamiliar to specific subgroups? | Yes | No |
| Is the item developmentally appropriate? | Yes | No |
| Does technology included in the item provide value beyond that of a non-technology-enhanced item? | Yes | No |
| Is the time spent on the item due to the required mathematics or due to the complexity of the item itself? | Yes | No |
| Engagement | | |
| Does the item promote opportunity for students to envision responses from their own perspective/background? | Yes | No |
| Does the item promote personalization of student responses while maintaining the construct? | Yes | No |
| Does the item promote authentic intellectual tasks that involve the construction of knowledge, disciplined inquiry, and value beyond the classroom? | Yes | No |
| Is the item appropriate such that no group of students is unfairly advantaged or disadvantaged? | Yes | No |
| Does the context support the purpose of the task? | Yes | No |

Quality Criteria Checklist: Bias and Sensitivity

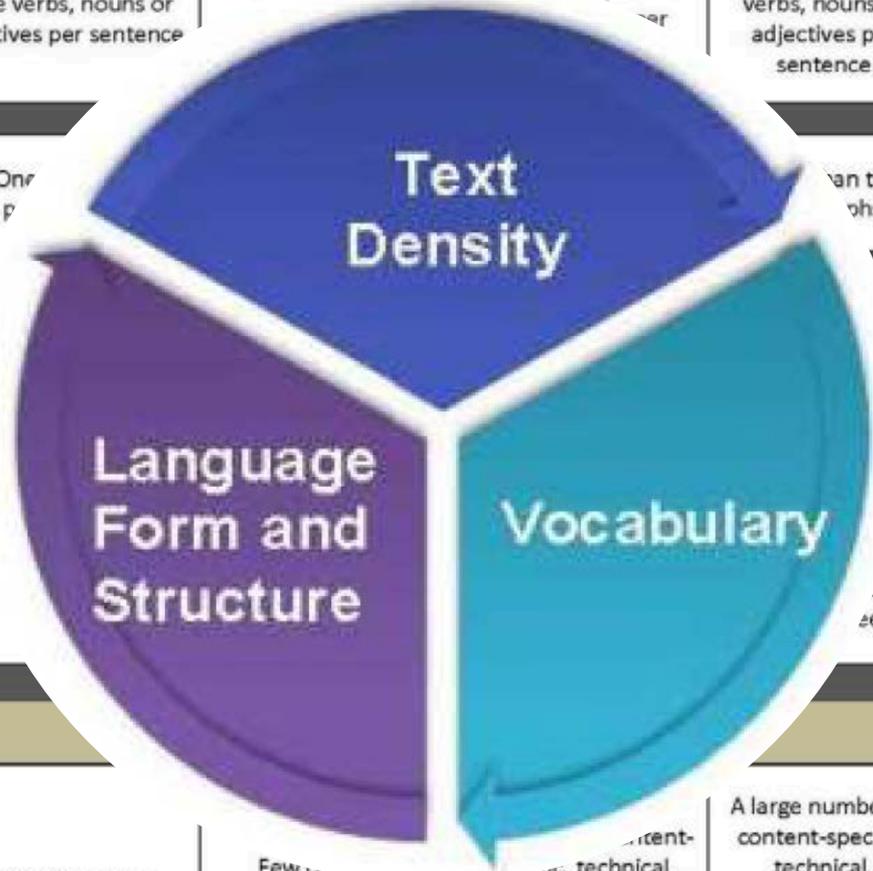


| Question | Answer (Yes/No) | |
|--|-----------------|----|
| Criterion 1: Fairness | | |
| Does the item contain topics that are fair as identified in the Smarter Balanced Bias/Sensitivity Guidelines? | Yes | No |
| Criterion 2: Topics to be Avoided | | |
| Does the item contain a topic, word, or phrase used primarily in a specific region or localized context? | Yes | No |
| Does the item contain a topic, word, or phrase associated with a specific religion? | Yes | No |
| Does the item contain jargon (a topic, word, or phrase associated with a specific trade or occupation)? | Yes | No |
| Does the item contain an idiom? | Yes | No |
| Does the item contain a topic, word, or phrase to be avoided as per the Smarter Bias and Sensitivity Guidelines? | Yes | No |
| Criterion 3: Topics to be Treated with Care | | |
| Does the item contain a topic identified in the Smarter Balanced Bias and Sensitivity Guidelines as one to be treated with care? | Yes | No |
| Are the topics treated appropriately? | Yes | No |
| Criterion 4: Stereotypes | | |
| Does the item avoid stereotypes? | Yes | No |
| Does the item use appropriate group labels? | Yes | No |
| Criterion 5: Representation of Diversity | | |
| Does the item include appropriate representation of diversity? | Yes | No |
| Does the rubric account for all valid and distinct solution paths that are likely to be developed by students? | Yes | No |

Linguistic Complexity Rubric



| | | Descriptors | | | |
|-----------------------------|---------------------|--|--|--|---|
| | | 1 | 2 | 3 | 4 |
| TEXT DENSITY | Information Density | An average of one to three verbs, nouns or adjectives per sentence | An average of four to six verbs, nouns or adjectives per sentence | An average of seven to ten verbs, nouns or adjectives per sentence | An average of greater than 10 verbs, nouns or adjectives per sentence |
| | Passage Length | One paragraph | Two paragraphs | Three paragraphs | More than ten paragraphs |
| LANGUAGE FORM AND STRUCTURE | Language Forms | Simple sentences | Sentences with some clauses | Sentences with many clauses | Sentences with many clauses and complex structures |
| | Vocabulary | All high frequency, commonly used vocabulary | Few content-specific, metaphoric, uncommon meaning, or idiomatic words | Some content-specific, technical, metaphoric, uncommon meaning and/or idiomatic words or expressions | A large number of content-specific, technical, metaphoric, uncommon meaning or idiomatic words or expressions |



Item Properties Assessed During Data Review



- Difficulty
- Discrimination
- Differential Item Functioning

Universal Tools, Designated Supports and Accommodations



Universal Tools

Embedded

Breaks, Calculator, Digital Notepad, English Dictionary, English Glossary, Expandable Passages, Global Notes, Highlighter, Keyboard Navigation, Mark for Review, Math Tools, Spell Check, Strikethrough, Writing Tools, Zoom

Non-embedded

Breaks, English Dictionary, Scratch Paper, Thesaurus

Designated Supports

Embedded

Color Contrast, Masking, Text-to-speech, Translated Test Directions, Translations (Glossary), Translations (Stacked), Turn off Any Universal Tools

Non-embedded

Bilingual Dictionary, Color Contrast, Color Overlay, Magnification, Noise Buffers, Read Aloud, Read Aloud in Spanish, Scribe, Separate Setting, Translated Test Directions, Translation (Glossary)

Accommodations

Embedded

American Sign Language, Braille, Closed Captioning, Streamline, Text-to-speech

Non-embedded

Abacus, Alternate Response Options, Calculator, Multiplication Table, Print on Demand, Read Aloud, Scribe, Speech-to-text

Universal Tools, Designated Supports and Accommodations



| Type | Definition |
|-----------------------------------|--|
| <p>Universal Tools</p> | <p>Access features of the assessment that are either provided as digitally delivered components of the test administration system or separate from it. Universal tools are available to all students based on student preference and selection.</p> |
| <p>Designated Supports</p> | <p>Access features of the assessment available for use by any student for whom the need has been indicated by an educator (or team of educators working with the parent/guardian and student). They are either provided as digitally delivered components of the test administration system or separate from it.</p> |
| <p>Accommodations</p> | <p>Accommodations are changes in procedures or materials that increase equitable access during the statewide assessments. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Note: accommodations are available only for students with documented Individualized Education Programs (IEPs) or Section 504 Plans. Accommodations do not compromise the learning expectations, construct, grade-level standard or intended outcome of the assessment.</p> |

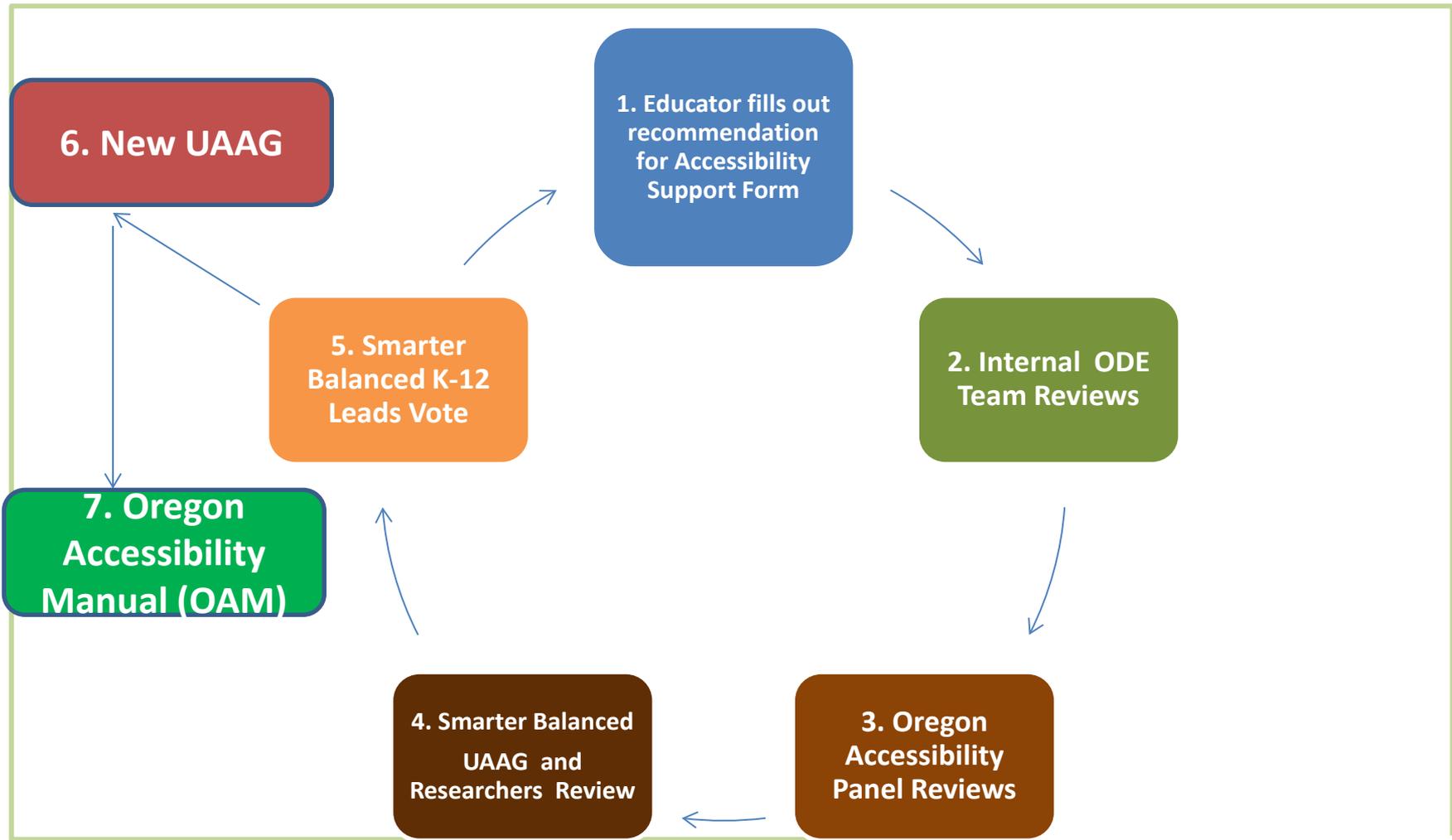
UAAG Advisory Committee

- Ensure states update UAA Guidelines keeping in mind validity, effectiveness, and feasibility
- Ensure member states receive robust support from the Consortium to increase test usability and accessibility
- Follow the Consortium's established consensus and research-based process in committee work



| State | Primary Area of Expertise | Secondary Area of Expertise |
|--------------|---------------------------|-----------------------------|
| Hawaii | ELA | SWD |
| California | ELA | ELL |
| Oregon | Math | SWD |
| Nevada | Math | – |
| Delaware | ELL | Math |
| Michigan | ELL | ELA |
| North Dakota | SWD | ELA |
| Oregon | SWD | ELA |
| Connecticut | Access Tech | SWD |
| California | Access Tech | ELA |







OREGON'S Assessment Accessibility Supports

[HTTP://WWW.ODE.STATE.OR.US/SEARCH/PAGE/?ID=487](http://www.ode.state.or.us/search/page/?id=487)



OREGON ACCESSIBILITY MANUAL

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All accessibility supports a student receives on the statewide assessments **should mirror the supports currently being provided** in classroom instruction and assessments.



Smarter Balanced Accessibility

Practice Test

Smarter Balanced ELA & MATH PRACTICE TESTS



- Allow teachers, students and parents and other interested parties to experience a full grade-level assessment (Approx. 30 items each in ELA and Math, as well as Performance Tasks)
- ODE highly recommends that **every** student take the practice and test before taking the summative assessments.
- The practice test can assist IEP/504 teams to determine which universal tools, designated supports and accommodations are needed for each individual student to be successful on the new assessments.
- oaksportal.org

Practice Test Demonstration



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Start By User



Students

Welcome Students!

Use the practice test to help you target specific skills and do your best on OAKS Online.



Practice Tests



Resources

Announcements

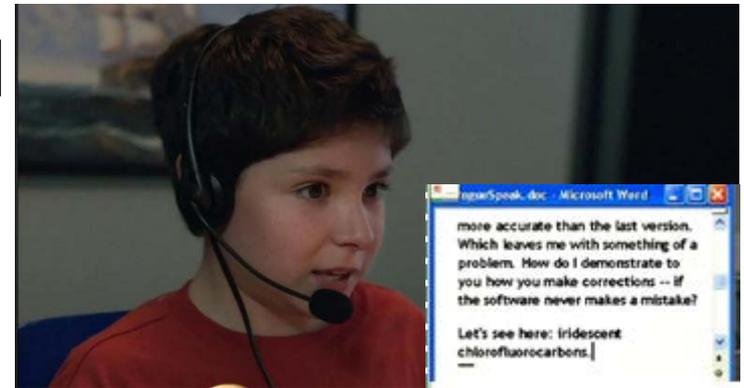
- [Calculator for Grade 5 Science and Social Sciences, and Grade 6 Math \(Basic\)](#)
[Calculator for Grades 7 and 8 Math \(Scientific\)](#)
[Calculator for Grade 8 and High School Science and Social Sciences \(Scientific/Graphing\)](#)
[Calculator for Grade 11 Math and Grade 12 Math Retest \(Scientific/Graphing/Regression\)](#)
[Equation Editor Tutorial](#)

Added: December 10, 2014

<http://oaksportal.org/students>



- Refreshable Braille Interface (JAWS Screen Reader)
- Speech to Text
- Scribe
- Human Read Aloud
- 10 x10 Multiplication Grid
- Noise Buffers



QUESTIONS.....



- To what extent does the evidence support a match to students?
- To what extent does the evidence identify gaps in the match to students?



QUESTIONS.....



- Based on the accessibility supports that Smarter Balanced provides at this time, are there additional supports you think should be included for all students, students with disabilities, and ELs?
- Are there currently any steps that ODE and Smarter Balanced are missing in regard to the process of approving future accessibility supports?