Assessment of Essential Skills Review Panel  
Meeting Minutes  
January 12, 2018
assessment. A cost analysis of transitioning to a nationally recognized assessment was shared
with the AESRP members. ODE determined a cost projection of 5.2 million dollars in additional
funding to make the transition to one of the nationally recognized assessments. At this time,
the funding to make the transition for the 2018 – 2019 school year is unlikely to occur. The
ODE Assessment Department will be presenting the results from the Request for Information
process at the State Board of Education meeting on January 17, 2018 for public record. Due to
the schedule of the legislative funding on a biennium basis, the earliest projection of
transitioning to a new nationally recognized high school assessment would be during the 2020
– 2021 instructional year if implemented. Transitioning to new high school assessment is still
an option ODE is considering. The current delay in transitioning to a different high school
assessment allows ODE to engage with stakeholders and receive feedback or address
concerns.

III. 9:30 - 9:40 General Equivalency Diploma (GED) Update: Access to Data
Josh Rew presented an update on GED. In lieu of obtaining student level GED data from the
Higher Education Coordinating Commission (HECC), ODE established a data sharing
agreement with the GED Testing Service (i.e., American Council on Education/Pearson). Once
ODE receives student level GED data, it will determine whether a linking study with Smarter
Balanced is viable. If viable, ODE will conduct the study and report the findings back to
AESRP.

IV. 9:40 - 10:05 WorkKeys 2.0 Process Review
Bryan Toller introduced the review process of evaluating ACT WorkKeys 2.0 due to the testing
vendor discontinuing to offer the original ACT WorkKeys 1.0.

Tony Bertrand provided background information around reading components included in the
updated WorkKeys 2.0 Workplace Documents. AESRP members were presented a
comparison of the reading blueprints for identifying skill and sub-skill alignment between the
former and current WorkKeys assessments. During the presentation, the alignment of the
WorkKeys 2.0 Workplace Documents with the Essential Skills requirement definitions revealed
alignment. In summary, there was a decrease from five-domain skill categories to the current
WorkKeys 2.0 three-domain skill categories. There were no content changes between the two
versions.

Bryan Toller provided background information around math components included in the
updated WorkKeys 2.0 Applied Mathematics. AESRP members were presented a comparison
of the mathematics blueprints for identifying skill and sub-skill alignment between the former
and current WorkKeys assessments. During the presentation, the alignment of the WorkKeys
2.0 Applied Mathematics with the Essential Skills requirement definitions revealed alignment.
In summary, there was an increase of one additional item from 30 items to 31 items in the
current WorkKeys 2.0. There was one content change between the two versions, in which
“divide negative numbers,” will no longer be assessed in WorkKeys 2.0.

Josh Rew presented a summary of the technical changes as they apply to reliability and
validity. In reviewing the technical changes the average standard error measurement between
the two versions was similar. The validity study revealed the correlations were relatively
similar. Outcomes were also similar in correlation. The general quality of the assessment
demonstrated a robust measurement model that meets sufficient information to estimate
scores across ability levels. Both the form equating and test fairness quality represented
appropriate methodology of measurement. Overall the technical quality between the two
WorkKeys versions was similar.
Steve Slater presented a linking study between the two WorkKey versions. The linking study utilized the method of equi-percentile conducted in spring 2017. More than 800 students participated in either WorkKeys 1.0 or WorkKeys 2.0. A concordance between the two randomly assigned assessments forms were linked by defined scale scores. The original measure, Reading for Information, required a scale score of 79 to reach Level 5 (adopted by Oregon State Board of Education as the Essential Skills standard). The new scale score of 79 represents a comparable degree of rigor with the previous score. However, the scale score represents a Level 4. The original measure, Applied Math, required a scale score of 78 to reach the Level 5 threshold. The concordance study indicated that a scale score of 78 on the original Applied Math measure is linked to a scale score of 79 on the new Applied Mathematics measure, representing a comparable degree of rigor.

V. 10:05 – 10:15 Other Standardized Assessment Proposal Recommendation: WorkKeys Workplace Documents and/or Applied Mathematics

Marilyn Williams made a motion to approve WorkKeys 2.0 Workplace Documents with a score of 79 for the Reading Essential Skills achievement standard. John Bouchard seconded the motion. The motion passed with 11 in favor, 2 opposed, and 2 abstaining to make a recommendation of 79 as a cut score to the State Board of Education for meeting Reading Essential Skills using WorkKeys 2.0 Workplace Documents.

Marilyn Williams made a motion to approve WorkKeys 2.0 Applied Mathematics with a score of 79 for the Mathematics Essential Skills achievement standard. Marie Shimer seconded the motion. The motion passed with 12 in favor, 0 opposed, and 3 abstaining to make a recommendation of 79 as a cut score to the State Board of Education for meeting Mathematics Essential Skills using WorkKeys 2.0 Applied Mathematics.

At the January 17, 2018 State Board of Education meeting, ODE will communicate the WorkKeys 2.0 information and recommendations from AESRP members for meeting Essential Skills requirement.

VI. 10:15 - 10:25 Local Assessment Option Guidance

Josh Rew provided an update on the Local Assessment Option per OAR 581-022-2115(15). Recently there has been a growing interest in districts wanting to pursue the Local Assessment Option for students meeting Essential Skills requirements. Therefore, ODE intends to produce guidance concerning established professional and technical standards. This guidance will be included in the updated 2018 – 19 Essential Skills and Local Performance Assessment Manual. As ODE develops this guidance, AESRP will be engaged to provide ODE with feedback and edits.

Bryan Toller communicated an opportunity for AESRP members to participate by providing ongoing feedback as this guidance document is developed. AESRP members will contact either Josh Rew or Bryan Toller via email communication to express interest.

VII. 10:25 Adjourn
The meeting was adjourned at 10:25 am.