

Assessment of Essential Skills Review Panel

Meeting Minutes
January 8, 2016

Friday, January 8, 2016

Panel Members Present:

Ellen Irish, Kathy Hall, John Bouchard, Shawn Gross, Ralph Brown, Buzz Brazeau, Jill Summerlin, Robin DeLoach, Laurie Brown., Marie Shimer, Jay Mathison, Marilyn Williams, Sarah Cunningham, Larry Suzuki, and Chad Putnam (for Dawn Granger)

Facilitating: Cristen McLean

Welcome and Agenda Overview

Cristen McLean called the meeting to order at 9:00 a.m. and reviewed the agenda.

I. Review of Minutes

Buzz motioned to approve minutes for the previous meetings January 16, April 24, August 27, and October 2, Ralph seconded the motion. All were in favor. None were opposed. Motion passed.

II. ASPIRE and PSAT

Panelists discussed ASPIRE as a replacement for the Plan assessment. Panelists discussed evaluating ASPIRE to make sure it is a fit for the Essential Skill of math and reading. Panelists were receptive to the possibility to convening for an additional meeting this spring to review additional assessment options for the Essential Skills. Panelists discussed the importance of providing a variety of options for students and making sure that the transition in tests and the revision to tests does not leave students with substantially fewer options.

III. ACT Writing

Cristen introduced that the writing portion of the ACT has been revised and the Combined English/Writing score is no longer reported. Cristen guided the panel as they reviewed the changes to the ACT writing portion including that the holistic scoring guide was replaced with an analytic scoring guide and students engage with a broader range of engaging subject matter as the basis for their writing. Panelists discussed the changes. Cristen introduced the change from reporting a Combined English/Writing score and shared the table provided by ACT showing the concorded score combinations. A panelist asked about the volume/number of kids who use ACT to

demonstrate their Essential Skills. Cristen explained that all Other Standardized Assessments are reported together so we are not able to learn which specific assessment was used, only that the student used one of the Other Standardized Assessments. Panelist discussed ACT’s recommendation to monitor the scores by planning an evaluation of these scores after they were used in Oregon for a couple years. Panelists also discussed the complexity of providing a table of score combinations rather than a single score for the achievement standard. Panelists discussed at some point in the future revisiting whether the writing portion alone could be used and conducting an evaluation of this in the future, along with revisiting the writing portion of the SAT.

Ellen motioned to recommend the English and Writing score combination table as the ACT achievement standard for the Writing Essential Skill. Cathy seconded the motion. Kathy, John, Shawn, Ralph, Buzz, Jill, Robin, Ellen, Laurie B., Marie, Jay, Marilyn and Sarah supported the motion. Larry, and Chad opposed the motion. The motion passed.

English	Concordant Current Writing
12	36
13	36
14	34
15	32
16	30
17	30
18	23
19	19
20	16
21	16
22	12
23	10
24	7
25	7
26	1

IV. ACT Reading and Mathematics

Cristen introduced that the ACT website described that Reading and Math portions of the ACT test had been updated but the ACT representative stated, “The test specifications for both tests have not changed. The tests are built to identical test specifications. No new constructs have been added. Therefore, score interpretation remains the same.” AESRP discussed this information and Shawn motioned for recommending the continued acceptance of ACT Reading and Mathematics current achievement standards for the Essential Skills. Larry seconded the motion. Jon, Cathy,

Ralph, Jill, Buzz, Robin, Ellen, Marie, Chad, Larry, Shawn, Laurie, Sarah supported the motion. Marilyn abstained. No one opposed. The motion passed.

V. Modified Achievement Standards

Cristen introduced that ODE has received questions from the field about whether modified achievement standards should be allowed on other standardized assessments for students pursuing Modified Diplomas. A panelist noted these other standardized tests are much less familiar to most people than the state test and it may be difficult to have enough information to determine an appropriate modified score. Another panelist presented that it was difficult for students pursuing Modified Diplomas to not have access to one category of assessments, Other Standardized Assessments.

Buzz motioned to recommend allowing modified achievement standards on Other Standardized Assessments. Ralph seconded the motion. Ralph, Jill, Buzz, Chad, Laurie, Marie, Shawn, Laurie, Jon, Ross, and Sara supported the motion. Robin opposed to the motion. Ellen and Larry abstained. The motion passed.

VI. Other Topics

Cristen provided updates about a range of Essential Skills topics. ODE is working on a data exchange with the Higher Education Coordinating Commission's office for access to GED data and hope to be able to provide more information at the next meeting. PSAT has revised their assessment and will publish scores that are concorded with the old PSAT for AESRPs discussion at the next meeting. Cristen explained that English Learners who are seniors graduating in 2015-16 do not have a means to demonstrate English proficiency during the transition from ELPA to ELPA21. Panelist discussed the proposed OAR revision to exempt seniors from this requirement and allow them to demonstrate their Essential Skills in their language of origin. Cristen updated the panel on the January adoption of the Essential Skills achievement standards for the Extended Assessment.

Cristen thanked participants for their engagement and contributions.

VII. Adjourn

The meeting was adjourned at 10:55 a.m.