

Assessment of Essential Skills Review Panel

Meeting Minutes

Friday, October 2, 2015

Oregon Department of Education – Basement Studio A

Meeting Facilitators: Cristen McLean

AESRP Members Present: Lori Cullen Brown, Buzz Brazeau, Ralph Brown, Michelle Zundel, Jill Sumerlin, Larry Susuki, Jordan Ruppert, Dawn Granger, Shaun Gross, Kathy Hall, Robin DeLoach,

I. Welcome and Agenda Overview

Cristen McLean called the meeting to order at 9:02 a.m. and welcomed members. Cristen introduced the agenda.

II. Essential Skills Report

Cristen introduced the Essential Skills report, including that districts report only after the student has graduated and only one method per student, even if the student met the achievement standard on several methods. Additionally, the report is not required by administrative rule but is something ODE has elected to do in the past to provide some descriptive information about which assessment options were being used across the state. Cristen asked the panel to reflect on what's working and what we should reconsider.

One panelist said it's really important to continue to gather this information so we know which percent of students are using which assessment method. Panelists discussed the possibility of expanding collection to annual updates or adding in reporting of all the methods of assessment that a student passed on. Panelists discussed that some collections may allow for different uses of the data, such as better understanding of the impact of Smarter Balanced.

A panelist stated that because our current collection method doesn't get all the data sources by which each student has passed it means that what you end up reporting a sample of convenience and you really do not understand the percentages that fall into each category very well. A panelist suggested selecting some districts to be study districts and ask them to share more data. If nothing else it could give you at least a representative sample in a sense of what rate students were meeting on multiple categories. Another panelist shared that this information is available through WESD for their school districts.

Panelists ended the discussion with a request that we revisit this conversation and establish a clear understanding of how we will use the information we collect prior to making any changes.

III. Smarter Balanced Achievement Standard

Cristen summarized the State Board's adoption of the Smarter Balanced cut scores for Essential Skills and asked for questions. One panelist stated that there is some confusion about the level 3 ELA composite score being considered a college and career readiness standard but that a student may reach this while not meeting the Essential Skills achievement standard on the writing or reading claim. Panelist discussed whether ODE should do an analysis of a composite ELA score that, combined with a minimum writing and reading claim score, could be another option for Essential Skills. Panelists discussed how this could create confusion while we are still early in the process of connecting Smarter Balanced and the Essential Skills and that we need more information about the test and the impact before considering additions. Also, panelists questioned

whether a composite score changes the construct of the individual Essential Skill of reading or writing.

IV. GED Assessment Option

Cristen introduced that there is increased use of the GED across the state and asked the panel to consider whether GED should be reviewed for potential inclusion in the list of standardized assessments approved for Essential Skills. Panelists discussed GED technical materials and the Common Core alignment. Panelists discussed that ODE would need to consider the messaging around GED for use on the Essential Skills given that GED is an alternative to the Diploma, though some schools administer the GED within a traditional high school setting. Panelists also discussed the similarities between how Smarter Balanced is being considered in college placement discussion and the possibility that GED may have the same applications. Ralph motioned to continue evaluating GED as an assessment option and Robin seconded. The motion passed.

V. Aspire Assessment Option

Cristen introduced that the Plan assessment is being discontinued and then asked about whether the panel supports evaluating Aspire, which is the assessment replacing Plan. Buzz motioned to evaluate Aspire as an assessment option and Ralph seconded. The motion passed.

VI. Updated PSAT

Cristen introduced that PSAT is being revised so that it better aligns with the Common Core. Some changes include that words are more contextualized, students are required to use evidence in their writing, and problem solving is more based on real world scenarios. Buzz motioned to evaluate the updated PSAT as an assessment option and Michelle seconded. The motion passed.

VII. Remaining Six Essential Skills

Cristen introduced that all Essential Skills were adopted in 2008 and three have been implemented as graduation requirements. For the remaining six, listening, critical thinking, use of technology, civic and community engagement, global literacy and personal management and teamwork skills, Cristen asked for the panel to weigh in on initial thinking about next steps. Panelists discussed that these remaining Essential Skills could draw more upon classroom based assessments and curriculum-embedded projects.

Panelists discussed that the remaining Essential Skills should be evaluated based on where they map onto things already occurring in the state and resources currently available, for instance there is a speaking scoring guide and local performance assessment requirement and there is a listening claim in Smarter Balanced. Panelists also discussed whether to include the remaining Essential Skills as diploma requirements or as curriculum and assessment strategies that are incorporated into specific courses and developed in partnership with higher education. Panelists discussed that one indication of an unsuccessful implementation of additional Essential Skills would be seeing a substantial drop in our graduation rates.

Finally, panelists discussed that a good next step would be to work with higher education to prioritize the remaining six Essential Skills and identify connections with current policies and resources.

VIII. Secure Work Sample Bank

Cristen updated the panel on the plan to transition the bank of ODE-developed Work Sample prompts to Willamette Education Service District's online system called ORSkills and to discontinue the application in the Secure District Site.

IX. Adjourn

Meeting adjourned at 11:00.