

Assessment of Essential Skills Review Panel

Meeting Minutes

Friday, April 24, 2015

Oregon Department of Education – Basement Studio A

Meeting Facilitators: Cristen McLean, Ken Hermens, Steve Slater, Jennell Ives, Bryan Toller

Panel Members Present: Melissa Goff, Ralph Brown, Kathryn Hall, Michelle Zundel, John Bouchard, Chad Putnam (for Dawn Granger), Julie Fairman, Buzz Brazeau, Steven Christianson, Lori Cullen Brown, Sarah Cunningham, Robin DeLoach, Shaun Gross, Tamika Hampton, Ellen Irish, Jay Mathison, Jordan Ruppert, Marie Shimer, Tiffany Shireman, Jill Summerlin, Larry Susuki, Marilyn Williams

ODE Staff Present: Cristen McLean, Ken Hermens, Steve Slater, Jennell Ives, Bryan Toller

I. Welcome and Agenda Overview

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

II. Graduation Committee update

Jennell Ives provided an update that the graduation committee work was on hold until a new Deputy Superintendent was appointed and the continuation of this work would be contingent upon this person's support.

III. Secure Work Sample Bank

Cristen explained that all ODE-developed Work Sample prompts have now been posted within the Secure Work Sample application on the Secure District Site. Since the Work Sample prompts were posted, there have been 398 individual downloads of tasks across 35 districts.

IV. Evaluation of Official Scoring Guides against Common Core

Ken Hermens provided an update on the Writing Scoring guide work explaining the structure of the pilot was that the

Ken described that the research question is whether the draft scoring guide results in more or less rigorous expectations. In order to test this there was a double scoring of student work generated in response to a Work Sample prompt. The prompt focused on social media and was designed to allow for students to generate a Work Sample that could be scored for both reading and writing. The double scoring included scores assigned based on the existing scoring guide (site 1) and scores assigned based on the draft scoring guide (site 2). In reflecting on the double scoring, ODE identified that there were notable differences between the two scoring sites, including more extensive scoring calibration at site 2 as compared to site 1 and more robust set of training papers at site 2 as compared to site 1. Ken described that ODE proposes to do a third scoring session (site 3) using the existing guide so that results from site 3 and site 2 can be compared. Ken asked whether any of the AESRP members were not in support of this continued analysis and no one who stated that they did not support this plan.

V. Transition to Smarter Balanced: Methodology for Essential Skills

Cristen provided an update on the methodology for identifying the Essential Skills cut score

on Smarter balanced, including the feedback from panelists collected via the survey.

Results of the survey were that all panelists agreed or strongly agreed with the statement, “In order to make a decision on the Essential Skills achievement level for Smarter Balanced, it is important that operational data from Smarter Balanced, not just Field Test data, is used in the analyses.” Panelists discussed the important of using data from the operational test due to the stakes associated with this decision. Cristen and Steve Slater provided an update on the field test direct linking analysis currently underway, letting panelists know that the information was delayed and would be discussed at the summer meetings. Cristen explained that the State Board would be provided with a first read of the proposed cut scores electronically then would complete their review and, hopefully, adopt cut scores at their September meeting. Panelists discussed that the importance of the State Board adopting cut scores at this meeting as the districts need the information as early in the year as possible.

VI. Essential Skills Report

Cristen introduced the 2014 Essential Skills report showing the methods by which students in the 10-11 cohort completed their Essential Skills requirements. Panelist discussed their ideas about why there has been an increase in use of other assessment and use of Work Samples.

Panelists discussed that the transition to Smarter Balanced may be a cause of increased use of other assessment methods. Districts are increasing banking student assessment results in preparation for the transition. Panelists discussed that the increased use of the Work Samples in Writing compared to the other Essential Skill areas may be due to the limited opportunity with Writing OAKS as compared to Reading and Mathematics OAKS test.

VII. Updates and 2015-16

Cristen discussed fall meeting planning and that ODE would be sending a survey for scheduling 2015-16 meetings. Cristen provided an update on several projects, including the Local Assessment Capacity Project, Formative Assessment Insights course, and Smarter Balanced Assessment updates and new resources.

VIII. Adjourn

The meeting was adjourned at 11:30 a.m.