

**Assessment of Essential Skills Review Panel
Meeting Minutes**

Friday, October 9, 2012

Oregon Department of Education – Basement Studio A

Meeting Facilitators: Cristen McLean and Derek Brown

AESRP Members Present: John Bouchard, Buzz Brazeau, Ralph Brown, Steve Christiansen, Lori Cullen Brown, Sarah Cunningham, Robin DeLoach, Julie Fairman, Melissa Goff, Dawn Granger, Shaun Gross, Tamika Hampton, Ellen Irish, Shay Mikalson, Holly Peterson, Laurie Ross, Jordan Ruppert, Marie Shimer, Jill Sumerlin, Larry Susuki, Marilyn Williams, Michelle Zundel

ODE Staff Present: Derek Brown, Doug Kosty, Cristen McLean, Steve Slater, Ken Hermens, Bryan Toller, Kim Patterson

I. Welcome and introduction of members

The meeting began at 8:35 a.m. when Derek welcomed the AESRP committee and gave an overview of the origination of AESRP. After Derek's introductions, members introduced themselves and gave a brief background of their experience.

Motion to approve the minutes of the April 25, 2014 meeting was made by Ralph Brown, Lori Cullen Brown, seconded, passing all ayes.

II. Transition to Smarter Balanced: Methodology for Essential Skills

Participants discussed the transition between OAKS and Smarter Balanced and the difference between the test formats. Derek Brown introduced and described the document explaining the qualitative standards verification process to be used for finding the score on Smarter Balanced that is be equivalent to the Meets-level score on OAKS. Participants asked questions regarding Smarter Balanced development and ODE staff answered. Derek Brown clarified that there will be a difference between Smarter Balanced scores for systems accountability and scores for student accountability (Essential Skills). Participants discussed that districts will likely use Work Samples at higher rates during 2014-15. Participants asked how ODE would include operational data in the process of identifying a score on Smarter Balanced that would be equivalent to the Meets-level score on OAKS. Steve Slater clarified that given the timeline currently proposed the operational data would be additional

sources of data rather than the primary source of data. Participants asked about whether the analyses would look specifically at historically underserved populations and their performance as compared to other student. Derek Brown responded that these analyses would be important and would be conducted with data set.

III. Graduation Workgroup

Kim Patterson introduced ODE's interest in establishing a parallel committee to AESRP that looks at graduation policy separate from assessment. Kim stated that she is interested in some members from AESRP participating in this graduation group and would follow up. Participants expressed interest in staying informed and asked questions about the bi-literacy seal and tiered diplomas. Kim stated that the bi-literacy seal pilot work was underway and discussed that many states have tiered diplomas and this is part of an ongoing conversation in Oregon. Participants discussed interest in the graduation group discussing seat time, proficiency, and dual credit. Participants also brought up considerations around rural and remote schools having equitable access to dual credit and that rural schools have limited staff support available to support complex policies. Kim followed up that the graduation group should be an ongoing thoughtful feedback loop with policy recommendations of this sort, made up of practitioners of a similar caliber to AESRP and that there is a need for a work group devoted to having equitable access to what we say a college/career ready diploma is. Participants recommended that a counselor be included in the panel. Participants discussed the modified diploma and Doug Kosty added that there may be some unanswered policy questions about the proficiency level and the relationship to the assessment of Essential Skills that the graduation group or AESRP would need to grapple with.

IV. Transition to Smarter Balanced: Methodology for Essential Skills

Participants returned to discussion of the assessment transition and discussed the composition of the qualitative standards verification panel. Participants provided feedback about where there should be changes to the composition, including representation from lower SES districts, geographic representation, representation from four year and community colleges, bilingual educators and educators working with historically underserved populations. Finally, the group recommended adding student voice. Participants brought up concerns with the heavy use of field test data alongside qualitative standards verification (or professional judgment) used to compare tests that vary in format. Participant stated that previous processes like this have used data from the same students taking the same tests to identify equivalent rigor. Steve Slater explained that it is because we have this unique situation [not able to draw upon the test results from the same students] that we wanted to have multiple sources of data processed and the qualitative standards verification. Participants and Steve discussed the difference in student motivation between the

Smarter Balance field test and OAKS Steve described that ODE is trying to do as much diagnostics of the validity of the process. Steve described that if the quantitative methods and qualitative standards verification did not point to the same score on Smarter Balanced that would be a red flag.

Derek asked the group if they had any additional feedback on the qualitative standards verification process. Participants asked about whether there were other sources of data that could be used to increase confidence in the process. Cristen McLean offered that ODE would process the feedback and follow up with additional information and planning.

V. Secure Work Sample Bank

Ken Hermens described that the Strategic Initiatives provided funding to produce Work Sample tasks in the areas of reading, writing and math to put on a secure website and make them available as resources to districts. There will be 30 in each content area. One thing ODE needed to make sure of was that the tasks were comparable in difficulty. ODE is field testing the first batch now and they are dispersed amongst the schools that volunteered to participate. ODE will be bringing in individuals from districts to score the student work from the field test. Currently there are about 2700 responses to the reading tasks and about 1600 responses to the math tasks.

Ken explained that ODE wants to get some feedback on student eligibility criteria to use the Work Samples. It is important to realize that the current funding is a one-time investment. ODE provided five different eligibility options for AESRP to consider and noted that additional options can be added. Participants discussed that providing ninth and tenth graders with access would diminish the lifespan of the bank quickly and discussed interest in limiting access to seniors or maybe seniors and juniors. Bryan Toller explained that the Bank doesn't supersede any local development; districts still have the ability, based on district policy, to create, implement and administer their own Work Samples. Participants discussed interest in future development being targeted towards students who are the lowest in our graduation (such as special education and English Learners). This would include looking at how to provide resources for multiple languages. Participants expressed the importance of continued funding for this bank and interest in helping make the case to the legislature that this is an important investment.

VI. Assessment Option: GED

Derek Brown provided some basic information about the GED and a participant who uses the GED in his district described some results he has seen from using the test alongside OAKS. ODE explained that the question for AESRP is whether ODE

should continue collecting information about GED to evaluate it as an assessment option for demonstrating the Essential Skills. Participants stated questions and concerns about use of GED by students in pursuit of a diploma and that work on the GED might take away focus from the work to identify the Essential Skills cut score on Smarter Balanced. ODE stated they would tentatively follow up fall, 2015 with additional information about the tests and use.

VII. Evaluation of Official Scoring Guides against Common Core

Derek described that a group of content experts to came together to look at our official state scoring guides to evaluate whether or not they need some additional attention in order to be Common Core aligned. Bryan Toller described that math scoring guide was revised in 2011, after Common Core was adopted, and the work group ODE convened came to consensus that that there wasn't a need for revision. The group also generated some new products including a revised student language version of the official scoring guide and a Work Sample template. Ken Hermens described that the reading scoring guide was revised after the Common Core so the work group he convened did not recommend any changes to the reading scoring guide. Ken described the process of evaluating the writing scoring guide and that the work group recommended a number of changes that would make the scoring guide more targeted to the high school level and the expectations for grades 11 and 12. The work group then recommended the development of a middle school and elementary school version of scoring guide. Ken walked participants through the suggested revision in handouts and both Ken and Bryan shared that all accompanying material would be posted on the website. Ken described that ODE is field testing about 300-400 of the Smarter Balanced-like Work Samples and planning to score them using the official writing scoring guides and then score them again using the draft, revised scoring guides and then compare the scores to see if using the revised scoring guide causes students not to pass or if more passed using the old one, or if the scores were significantly different in certain traits. Participants expressed support for continued piloting of the writing scoring guide and Ken stated he would follow up.

VIII. Updates

Cristen McLean provided participants with updates on a variety of projects that ODE is leading that are related to assessment but not directly related to the Essential Skills. Derek and Cristen thanked participants for their engagement and contributions.

IX. Adjourn

The meeting was adjourned at 11:45 p.m.