OREGON ASSESSMENT OF KNOWLEDGE AND SKILLS
English Language Arts, English Language Proficiency, Mathematics, Science, Social Sciences

Oregon's Statewide Assessments & Students on IEPs

Fall Special Education Conference, 2016
Office of Student Services

OREGON DEPARTMENT OF EDUCATION

Learning Outcomes

I. In this session, participants will become familiar with:

   i. Updates and/or changes to Oregon's general and alternate assessment systems—with particular emphasis on Oregon's Alternate ("Extended") Assessment.

   ii. The selection of the Oregon Extended Assessment (ORExt) for students with disabilities.

   iii. The administration of the Oregon Extended Assessment (ORExt) for students with significant cognitive disabilities (SWSCDs).

OREGON'S
General Assessments

Smarter Balanced (ELA & Math) Assessments
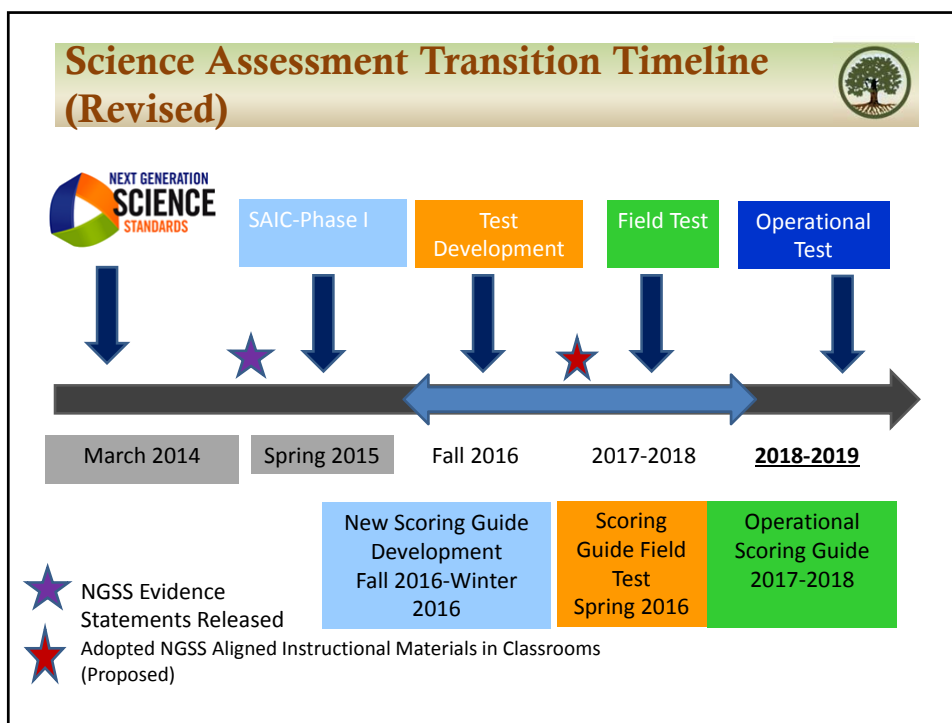HTTP://WWW.ODE.STATE.OR.US/SEARCH/PAGE/?ID=3298

Smarter Balanced

- Scratch paper (Universal Tool):
  - Math Windows are permitted for blind/visually impaired students and assistive technology devices are also allowed
  - Scratch paper and all other paper handouts written on by students during testing:
    - **Mathematics and ELA performance tasks**, if a student needs to take a performance task in more than one session, **scratch paper**, **white boards and assistive technology** may be **collected at the end of each session**, **securely stored** and **made available to the students at the next testing session**.
- Simplified Test Directions (Designated Support)
- 100s Number Table (Accommodation: Grades **4**-8 & 11 math items)

Science & ELPA 21Assessments
HTTP://WWW.ODE.STATE.OR.US/SEARCH/PAGE/?ID=3298
HTTP://WWW.ODE.STATE.OR.US/SEARCH/PAGE/?ID=4148

Science Assessment Transition Timeline (Revised)

	SAIC-Phase I	Test Development	Field Test	Operational Test

March 2014	Spring 2015	Fall 2016	2017-2018	**2018-2019**

	New Scoring Guide Development Fall 2016-Winter 2016	Scoring Guide Field Test Spring 2016	Operational Scoring Guide 2017-2018

★ NGSS Evidence Statements Released

★ Adopted NGSS Aligned Instructional Materials in Classrooms (Proposed)

English Language Proficiency Assessment for the 21st Century (ELPA21)

- Policies, such as domain exemptions and accessibility features for ELPA21 are found in the Oregon Accessibility Manual (OAM).

- For ELPA21 test administration information, see the Oregon Test Administration Manual (TAM).

- For ELPA21 technical information, including platforms that are available, see the posted 2016-17 ELPA21 Technical Specifications Manual.

OREGON'S
Alternate ("Extended")
Assessment
http://www.ode.state.or.us/search/results/?id=178

Oregon Extended Assessment (ORExt)

- USED allowance to states.
  - Current ORExt vendor (Behavioral Research and Teaching/ University of Oregon) approved to continue for 2016-17 forward.
- IEP team decision.

ORExt Format

- <u>Three</u> subject areas:
  - English language arts [Reading, Writing, Language]   (gr. 3-8, 11*)
  - Mathematics (gr. 3-8, 11*)
  - Science   (gr. 5, 8, and 11)
- Items represent low, medium, and high difficulty levels.

ORExt Administration & Data Entry Windows

- **Administration**:
  - Opens February 16, 2017 and closes at 5:00 p.m. on April 27, 2017.
  - Assessment materials are available for download **one week prior** to the opening of the administration window (beginning February 9, 2017).

- **Data Entry**:
  - Grades 3-8 & 11: Opens February 16, 2017 and closes at 5:00 p.m. on May 12, 2017. Performance scores will be available May 26, 2017.
  - Grade 12 (retake): Opens February 16, 2017 and closes at 5:00 p.m. on April 27, 2017 (to ensure performance scores will be available by May 12, 2017).

Oregon Observational Rating Assessment (ORora)

- For students whose testing is discontinued.
- The Orora* is a rating assessment founded in the teacher's observations--intended to gather important information regarding a student's current functional performance in two domains:
  - Level of Independence (LOI) = Attention + Basic Math Concepts
  - Communication (COM) = Receptive + Expressive
- ORora Reports will be available to districts soon.

*(Cf. Oregon Extended Assessment Administration Manual.)

Oregon Extended Assessment:
2015-16 Participation & Performance Data

Participation in ORExt by Subject and primary Disability Category

- Participation data; _approximately_...
  - 4,200 students participated in English Language Arts as well as in Mathematics
  - 1,900 students participated in Science

- While all disability categories are represented, 50% to 83% of students who participated primarily came from these two disability categories:
  - Intellectual Disability (27 - 49%)
  - Autism Spectrum Disorder (23 - 34%)

  (Cf 2015-16 Oregon Alternate Assessment Technical Report)

ELA Performance

Grade	Level 1	Level 2	Level 3	Level 4	Meets or Exceeds (Current)	Meets or Exceeds (2014-15)
3	14.68	36.17	27.20	21.95	49%	65%
4	24.66	21.65	28.42	25.26	54%	72%
5	22.76	27.32	20.33	29.59	50%	66%
6	24.51	19.77	19.77	35.95	56%	68%
7	24.09	17.32	19.37	39.21	59%	65%
8	31.09	15.46	25.16	28.29	53%	59%
11	16.73	26.21	12.30	44.76	57%	67%

Math Performance

Grade	Level 1	Level 2	Level 3	Level 4	Meets or Exceeds (Current)	Meets or Exceeds (2014-15)
3	27.75	17.21	42.17	12.87	55%	61%
4	26.96	40.36	23.04	9.64	33%	54%
5	20.68	33.22	40.39	5.70	46%	59%
6	39.34	10.16	38.69	11.80	51%	57%
7	42.88	5.22	37.82	14.08	52%	55%
8	41.80	15.25	35.90	7.05	43%	46%
11	38.66	14.43	38.88	8.02	47%	50%

Science Performance

Grade	Level 1	Level 2	Level 3	Level 4	Meets or Exceeds (Current)	Meets or Exceeds (2014-15)
5	30.25	20.33	20.83	28.60	50%	61%
8	30.20	17.41	15.70	36.69	53%	57%
11	18.20	18.20	28.83	34.76	64%	68%

Alternate Achievement Standards

http://www.ode.state.or.us/search/results/?id=178

Cut scores

Achievement level descriptors

Example Math ALD

Each performance level has an introductory precursor

ALD descriptors increase in complexity across levels

Grade 5 Mathematics ALDs

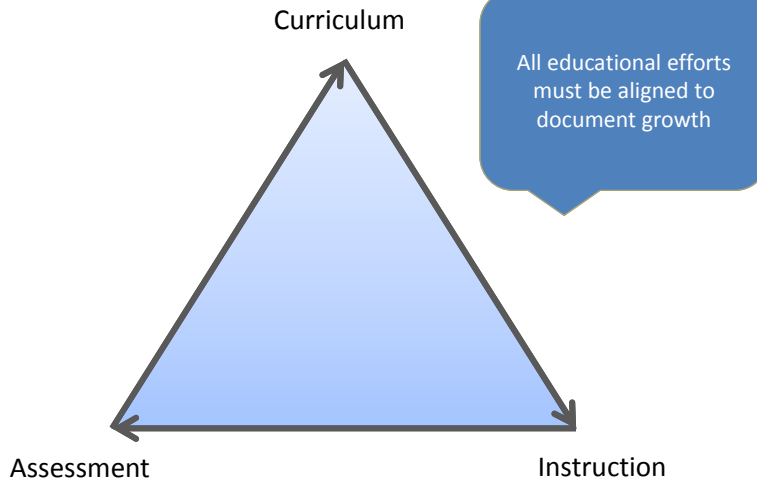| Content Area	Domain	Level 1	Level 2	Level 3	Level 4
		In grade level content that has been reduced in depth, breadth, and complexity, student demonstrates extremely limited performance when presented with items that ask them to:	In grade level content that has been reduced in depth, breadth, and complexity, student demonstrates limited performance when presented with items that ask them to:	In grade level content that has been reduced in depth, breadth, and complexity, student demonstrates proficient performance when presented with items that ask them to:	In grade level content that has been reduced in depth, breadth, and complexity, student demonstrates superior performance when presented with items that ask them to:
Math	Operations and Algebraic Thinking	• Solve expressions that use parentheses given a verbal/visual model	• Solve expressions involving add/subtract of 0-10	• Solve expressions involving add/subtract of 11-20	• Solve expressions involving add/subtract of 41-60
		• Identify numerical expressions using whole numbers 1-60 with up to three terms that match a verbal description	• Match one-operation numerical expressions using addition and subtraction of 0-10	• Match two-operation numerical expressions using addition and subtraction of 11-20	• Match two-operation numerical expressions using 41-60
		• Identify missing numeral in a pattern when given the rule	• Identify missing numeral in +1 patterns (1-10)	• Identify missing numeral in +2 +3, +4, +5, and +10 patterns (2-40)	• Identify missing numeral in +6, +7, +8, +9 patterns (6-60)

Plans Moving Forward

- Additional consideration is being given to the ORExt eligibility process (per ESSA's proposed 1% cap on participation)
- Pilot tablet administration study
- Ongoing development of ORExt moodle-based website including:
  - Curricular and instructional resources
  - Present Levels of Academic and Functional Performance (PLAAFP) resources
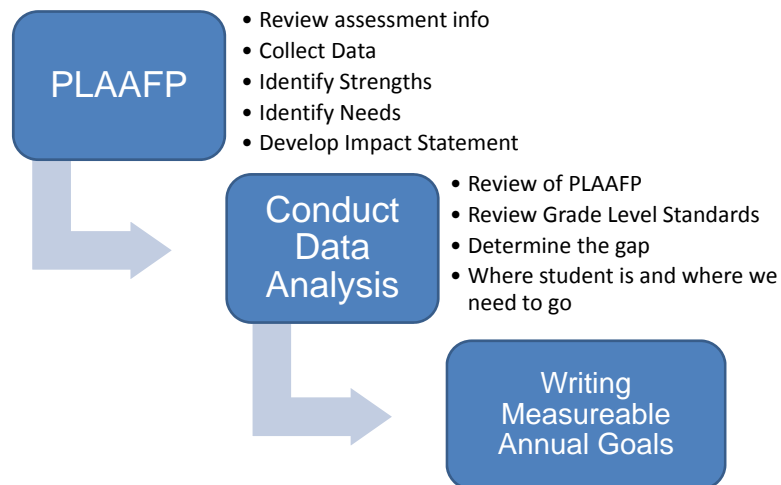 - Individualized Education Program (IEP) goals and objectives resources

The Selection of the Oregon Extended Assessment for Students on IEPs

Context: Promote Growth

Curriculum

All educational efforts must be aligned to document growth

Assessment

Instruction

Present Levels of Academic Achievement and Functional Performance …

PLAAFP

- Review assessment info
- Collect Data
- Identify Strengths
- Identify Needs
- Develop Impact Statement

Conduct Data Analysis

- Review of PLAAFP
- Review Grade Level Standards
- Determine the gap
- Where student is and where we need to go

Writing Measureable Annual Goals

Standards-Based IEP Goals and Objectives

1. Identify the long-term **outcome** for the student
2. Identify present **levels of performance** *(define needs)*
3. Based on student's areas of need, analyze and select appropriate **standards to guide instruction**
4. Determine if the student can demonstrate the standard with **accessibility supports**
5. Determine what specially designed instruction is necessary to move the student from PLAAFP toward grade-level expectation (**goal**)

Curriculum and Instructional Templates

- Oregon teachers have developed ELA, Math, and Science curricular templates for use with SWSCDs
- Template units are founded in research-based instructional strategies for SWSCDs
- Template structure:
  - Targeted essentialized standard (EsSt)
  - Unit aligned to the EsSt
  - Assessment item aligned to EsSt
  - Adapt the template for low/medium/high difficulty ranges

C & I Moodle: Overview

- *Curriculum and Instructional Materials for Students with Significant Cognitive Disabilities (http://lms.brtprojects.org/)*
  - Developing present levels of achievement and functional performance which are aligned to the essentialized standards
  - Developing IEP goals and objectives that are aligned to the essentialized standards
  - Curriculum and instructional templates (ELA, Math, Science) based on essentialized standards

- See "OPPORTUNITIES" slide below

ORExt Eligibility Guidelines

- Posted on Statewide Alternate (Extended) Assessment website at http://www.ode.state.or.us/search/results/?id=178, the Oregon Extended Assessment Training & Proficiency website at https://or.k12test.com/, and included in the ORExt Administration manual.
- Only students with significant cognitive disabilities (SWSCD) are allowed to take the ORExt
- If eligible for the ORExt, SWSCD will participate in all content areas; that is, mixed participation is no longer an option.

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ESSA (proposed rulemaking) re. 1% Cap on Performance and Participation

- Performance:
  - Remove a 1% cap on performance…
- Participation:
  - Institute a 1% cap
  - State must-—
    - (i) Not prohibit an LEA from assessing more than 1.0 percent…
    - (ii) Review information justifying the need of an LEA to assess more than 1.0 percent of its assessed…
    - (iii) Provide appropriate oversight, as determined by the State…

The Administration of the Oregon Extended Assessment (ORExt)

Provision of Qualified Trainers and Qualified Assessors

- Districts are responsible for ensuring it has sufficient capacity to assess all students who will be taking the ORExt
    - Sub grants are allocated to support the assessment of students on IEPs
- Number of Qualified Trainers: 129
- Number of Qualified Assessors: 1,103
- Number of students assessed: ~ 4,200
- In addition to assessment training, funds can be used to supplement the assessment of students with disabilities; such as, professional development for teachers (including covering substitute costs, travel expenses, materials) or the purchase of tablets to support students participating in the ORExt.

Student Preparations

- Practice tests
- Accessibility Supports

Documentation of Accessibility Supports

STATEWIDE ASSESSMENT *34 CFR 300.320(a)(6)*
Will the student participate in any Statewide Assessments during this IEP period?
• No, Statewide Assessment not conducted at student's grade level (at time of testing)
• Yes (student's grade level at time of testing _____). *If yes, describe participation decisions below:*

Standard Assessment or Alternate Assessment (select one)	Accessibility Supports (includes all accommodations, designated supports, and/or universal tools the team identifies as necessary for statewide assessments)	Modified Cut Scores (Only available for standard assessment with or without accommodations)	*Explanation State why student cannot participate in standard assessment and why particular alternate assessment selected is appropriate for student.

☐ Standard: English Language Arts / Literacy
  ☐ Without accessibility supports
  ☐ With accessibility supports
☐ Alternate: Extended Assessment*			

☐ Standard: Mathematics
  ☐ Without accessibility supports
  ☐ With accessibility supports
☐ Alternate: Extended Assessment*			

☐ Standard: Science
  ☐ Without accessibility supports
  ☐ With accessibility supports
☐ Alternate: Extended Assessment*			

☐ Standard: Social Sciences
  ☐ Standard without accessibility supports
  ☐ Standard with accessibility supports			

Documentation of Accessibility supports (cont.)

Standard Assessment	Accessibility Supports (includes all accommodations, designated supports, and/or universal tools the team identifies as necessary for statewide assessments)	Exemption Decisions (identify appropriate domains) Due to the nature of some students' disabilities, an IEP team might exempt the student from responding to a particular domain	*Explanation Statement why student cannot participate in select domains

☐ English Language Proficiency Assessment (ELPA)
  ☐ Without accessibility supports
  ☐ With accessibility supports
		☐ *Listening
		☐ *Reading
		☐ *Writing
		☐ *Speaking	

☐ Kindergarten Assessment (KA)
  ☐ Without accessibility supports
  ☐ With accessibility supports
		☐ *Early Literacy
		☐ *Early Math
		☐ *Approaches to Learning	

Opportunities

C & I Training

- ODE and BRT/UO have partnered to develop a two-part training focused on the "essentialization" of standards and the development of instructional templates in ELA and Math.
- This two-part training will be available tomorrow and in tandem with the QT trainings offered in November.

Alignment Study & Evaluation

- Invite Qualified Assessors (QAs) to participate in a fall independent alignment study of the ORExt operational items to the Essentialized Assessment Frameworks (EAFs) documents **as well as** an evaluation of the Achievement Level Descriptors (ALDs) to the EAFs, and of the EAFs to the grade level content standards.
  - Need about 51 QAs: 3 per grade level (2 SpEd/1 GenEd), for ELA, Math, and Science.

C&I Template Workshop

- Looking for life skills teachers to participate in a C&I template workshop:
  - When: October 10, 2016, 9a-4p
  - Where: Behavioral Research & Teaching/University of Oregon
  - Compensation provided for the development of up to six C & I templates

Assessment Resources

Oregon Assessment Resources

- Oregon Test Administration Manual and Webpage:
  http://www.ode.state.or.us/search/page/?=486

- Smarter Practice/Training Test: http://oaksportal.org/

- Promising Practices:
  http://www.ode.state.or.us/search/page/?=2444

- Local Assessment Resources:
  http://www.ode.state.or.us/search/page/?id=512
  – Includes *Oregon Criteria for High Quality Assessments*, as well
    as assessment vocabulary and other planning considerations.

Additional Assessment Resources

- **Kansas State Department of Education Assessment Literacy Project**
  - Videos and activities describing indicators of assessment quality, item types, and assessment types: http://www.k-state.edu/ksde/alp/

- **Assessment Design Toolkit**
  - Videos and supplemental materials to help teachers write and select well-designed assessments. Developed by Reform Support Network: http://www.csai-online.org/spotlight/assessment-design-toolkit

Contact information

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Evaluation

- Please take five minutes to provide our office with some feedback about this session using the COSA app on your phone.

- We will use this information to continue to improve the quality of our service to schools and districts.