# OREGON'S
# Alternate ("Extended")
# ASSESSMENT

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

**COSA Summer Assessment Institute, 2015**
Brad Lenhardt, Oregon Department of Education
Gerald Tindal & Dan Farley, Behavioral Research and Teaching

# Purpose

- Provide participants with an overview of the 2015-16 Oregon Alternate (Extended) Assessment (ORExt) for students with the most significant cognitive disabilities.

# Learning Outcomes

- In this session, participants will become familiar with:
  - Current and anticipated changes to the ORExt.
  - Assessment accessibility supports available for students who participate in the Extended Assessment.
  - Updated guidance related to the selection of the ORExt for students with disabilities.
  - Curricular resources available to support students with the most significant cognitive disabilities.

# Current and Anticipated Changes

# Administration

- For 2015-16, the operational tests will include a range of items in order of difficulty--with decision rules employed to determine when to discontinue testing.

- We plan to use an Observational Rating Scale* (ORS) to address the LOI in 2015-16.

# 2015-16 Test Schedule

- **Administration**: Opens on February 18, 2016 and closes at 5:00 p.m. on April 28, 2016.
  - Assessment materials are available for download **one week prior** to the opening of the administration window (February 11, 2016).
- **Data Entry**:
  - Opens February 18, 2016 and closes at 5:00 p.m. on May 13, 2016 (Performance scores will be available by May 27, 2016).

# NEW 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) |

# ELA Impact Data

| Grade | Level 1 | Level 2 | Level 3 | Level 4 |
|-------|---------|---------|---------|---------|
| **3** | 12.1 | 23.4 | 23.0 | 41.5 |
| **4** | 15.2 | 13.3 | 23.6 | 48.0 |
| **5** | 17.5 | 16.2 | 19.3 | 47.0 |
| **6** | 19.0 | 12.0 | 23.1 | 44.8 |
| **7** | 22.4 | 12.8 | 21.8 | 43.0 |
| **8** | 27.3 | 14.2 | 24.1 | 34.5 |
| **11** | 19.5 | 17.3 | 11.8 | 51.5 |
| Average | 19.0 | 15.7 | 21.0 | 44.3 |

# Math Impact Data

| Grade | Level 1 | Level 2 | Level 3 | Level 4 |
|-------|---------|---------|---------|---------|
| **3** | 25.9 | 13.9 | 44.5 | 15.7 |
| **4** | 15.4 | 30.5 | 34.8 | 19.3 |
| **5** | 15.5 | 25.6 | 45.0 | 14.0 |
| **6** | 32.1 | 10.7 | 39.1 | 18.1 |
| **7** | 19.5 | 25.3 | 39.9 | 15.4 |
| **8** | 41.9 | 13.0 | 38.5 | 6.7 |
| **11** | 38.2 | 11.9 | 36.2 | 13.8 |
| Average | 26.9 | 18.7 | 39.7 | 14.7 |

# Science Impact Data

| Grade | Level 1 | Level 2 | Level 3 | Level 4 |
|-------|---------|---------|---------|---------|
| 5 | 26.7 | 12.8 | 24.9 | 35.6 |
| 8 | 28.8 | 13.7 | 15.2 | 42.3 |
| 11 | 20.8 | 10.8 | 21.2 | 47.2 |
| Average | 25.4 | 12.4 | 20.4 | 41.7 |

# Plan Moving Forward

- Additional consideration is being given to the ORExt eligibility process

- Field testing for next year's ORExt will target the development of more difficult items that are embedded within the operational test

- The Oregon Extended Assessment Training and Proficiency website (https://or.k12test.com/) will include:

  - Revised videos

  - Revised practice tests

  - Updated proficiency tests and support materials

# Plan Moving Forward

- Oregon Extended Observational Rating Scale (ORS)

- Pilot tablet administration study

- ORExt Moodle-based website will include:

  - Curricular and instructional resources

  - Present Levels of Academic and Functional Performance (PLAAFP) resources

  - Individualized Education Program (IEP) goals and objectives resources

# AA-AAS Transition Plan

| Academic Year | Oregon's Common Core Alternate Assessment | Tasks |
|---|---|---|
| 2013-14 | BRT | |
| 2014-15 | BRT | • Stakeholders to evaluate Common Core alternate assessments |
| 2015-16 | BRT | • Based on stakeholder review, if ODE recommends another assessment, ODE will issue RFP, and select new Common Core alternate assessment for 2016-17. Because the RFP process would take several months and the transition to a new assessment system will require staff training and logistical planning for districts, ODE would extend the alternate assessment contract to BRT for one year, 2015-16.<br>• Train and prepare for new Common Core alternate assessment. |
| 2016-17 | TBD | |

# Extended Assessment Accessibility Supports

# OREGON'S
# Assessment Accessibility Supports

HTTP://WWW.ODE.STATE.OR.US/SEARCH/PAGE/?ID=487

# Selection of a Statewide Assessment
# &
# Students on IEPs

# Participation in the ORExt Assessment

- Student is on an IEP
- The assessment options should be fair, sufficiently challenging for the student, and reflective of the student's performance levels. Therefore…
- The IEP Team…
  - Must be knowledgeable about the content and demands of each assessment.
  - Should consider the student's instructional day--including the supplementary aids/services and accessibility supports the student needs and uses each day.
  - Should consider the student's ability to participate in the assessment(s) and ensure that the student is receiving the instruction and practice needed before such participation--including instruction in the use of accessibility supports.

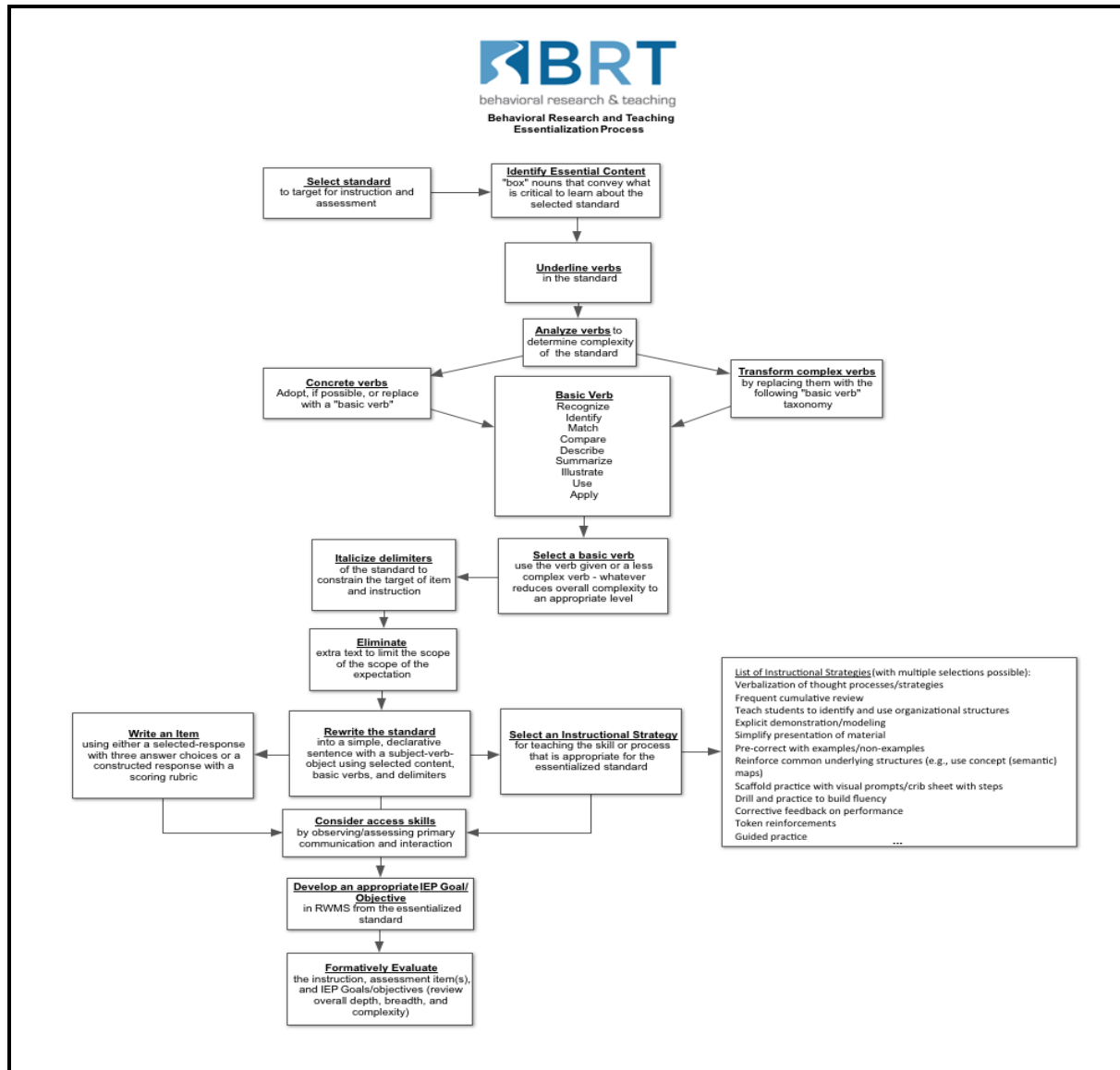# Curricular Resource Supports
# &
# SWSCD

# Standards for SWSCDs: "Essentialization" Process

- A systematic process used to reduce the depth, breadth, and complexity of grade level content standards in order to make them relevant and accessible for students with significant cognitive disabilities

# Essentialization Decision Tree

# Essentialization Process

- Select standard

- Code using essentialization system
  - Essential content (nouns) is boxed
  - Essential intellectual operations (verbs) are <u>underlined</u> (with complex verbs also **bolded**), and
  - Delimiters (of content or intellectual operations) are *italicized*.

- Reduce depth, breadth, and complexity by:
  - transforming complex verbs
  - limiting scope of content/verbs
  - eliminating extra text

- Generate the essentialized standard

# Essentialized Assessment Framework (EAF) Structure

- The CCSS/NGSS standards
  - Domain
  - Standard
  - Sub-standards (where appropriate)
- Relevant EAF standard
- Descriptions of the scope for Low, Medium, and High difficulty levels

# Assessment Triangle
# &
# Students with Significant Cognitive Disabilities

# Assessment Triangle

Curriculum

All educational efforts must be aligned to document growth

Assessment
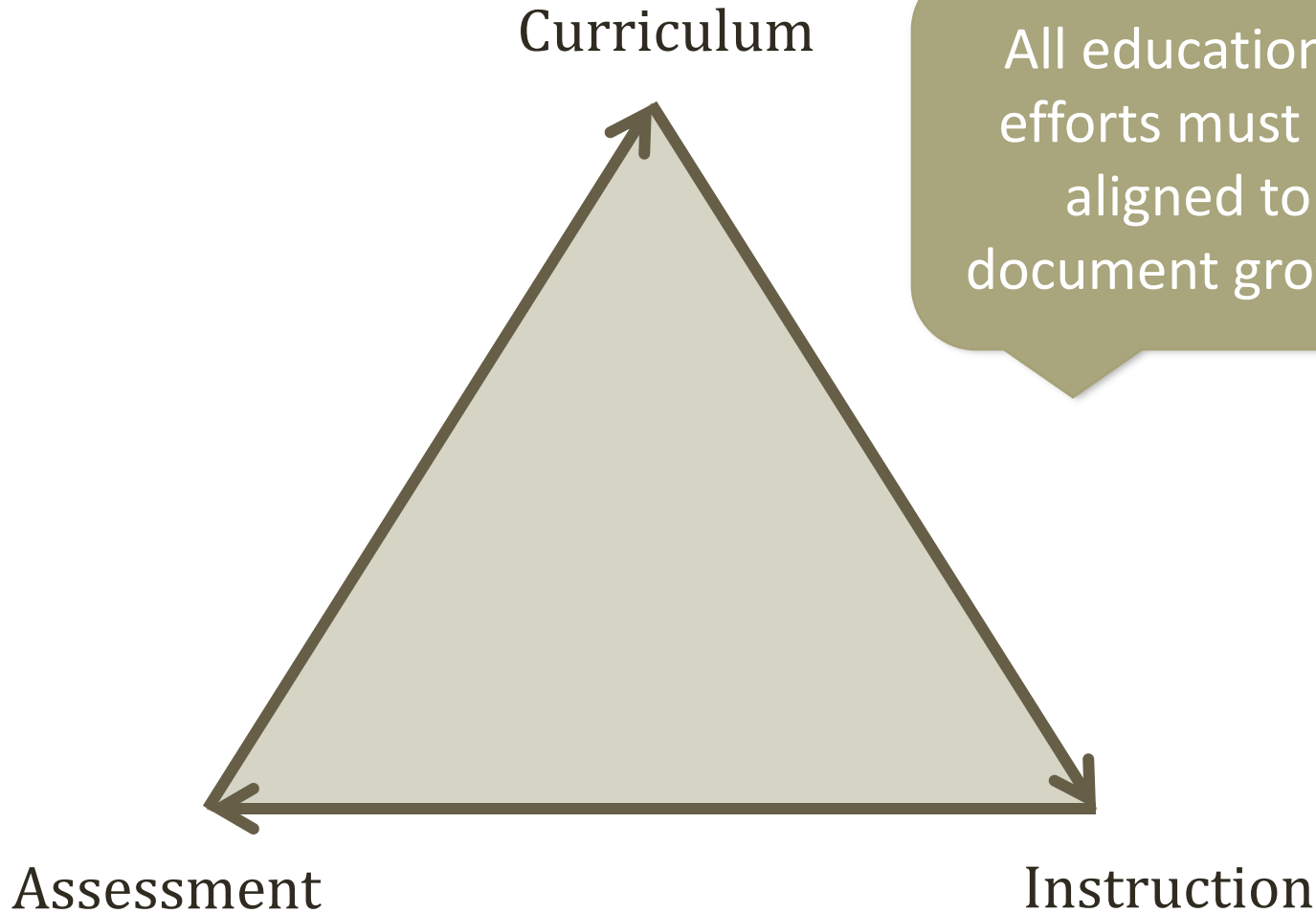
Instruction

# Curricula & Instruction

- BRT is working with Oregon teachers to develop and finalize curricular templates for use with SWSCDs

- Template structure:
  - Targeted essentialized standard (ES)
  - Unit aligned to the ES
  - Assessment item aligned to ES
  - Discussion regarding how to adapt the template for low/medium/high difficulty ranges

- Template units are founded in research-based instructional strategies for SWSCDs

# Essentialized Standards & IEP Development

- BRT will publish two comprehensive training modules
  - Developing comprehensive Present Levels of Academic Achievement and Functional Performance (PLAAFP)
    - Parent input
    - Strengths & Needs (academic and functional)
    - Impact statement
  - IEP Goals and Objectives aligned to Essentialized Standards
- Materials will be posted for Oregon teachers on a public, Moodle-based website in the late fall of 2015
- Materials have been vetted and improved by Oregon teachers in the 2014-15 school year

# Present Levels of Academic Achievement and Functional Performance (PLAAFP)

**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**

# Process to Develop Standards-Based IEPs

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 **accommodations**
5. Determine what specially designed instruction is necessary to move the student from PLAAFP toward grade-level expectation (**goal**)

# Oregon IEPs – from the IEP instruction pages

- "There should be a direct relationship between the goal statements and the student's present levels of educational performance."

- "Identify the Measurable Annual Goals, including <u>academic</u> and <u>functional</u> goals."

# A Standards-based IEP is <u>NOT</u>

- A cut and paste of standards; "force-fit" goals

- An IEP of just academic goals and objectives; it may include functional goals and objectives that are not linked to CCSS/NGSS

# Online Resources

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

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

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

# Contacts

- ODE
  - Brad Lenhardt
    - Brad.Lenhardt@state.or.us
- Behavioral Research & Teaching/University of Oregon
  - Gerald Tindal
    - gerald.tindal@mac.com
  - Dan Farley
    - dfarley@uoregon.edu