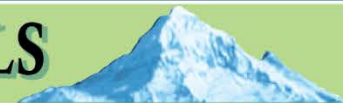




# OREGON ASSESSMENT OF KNOWLEDGE AND SKILLS



English Language Arts, English Language Proficiency, Mathematics, Science, Social Sciences

## OREGON'S STATEWIDE ASSESSMENT AND ACCOUNTABILITY SYSTEMS

DEREK BROWN & JON WIENS



DEPARTMENT OF  
EDUCATION

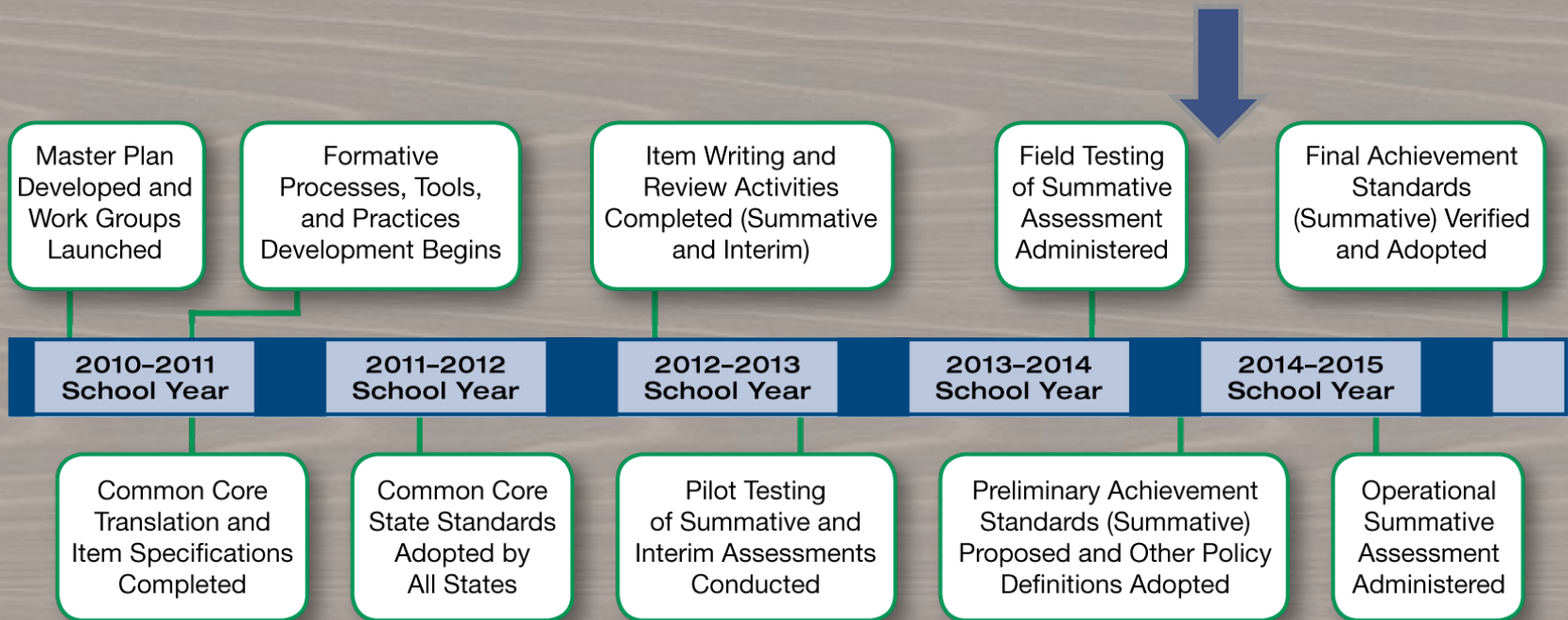


# DISCUSSION

- Smarter Balanced Assessment System
- Smarter Balanced Accessibility Options
- Smarter Balanced Technology Requirements
- Smarter Balanced Field Test
- Graduation Requirements
- Systems Accountability



# SMARTER BALANCED ASSESSMENT DEVELOPMENT TIMELINE



# SMARTER BALANCED ACHIEVEMENT LEVEL SETTING OPPORTUNITY

- Educators, parents, business leaders, and other interested parties are invited to participate online.
- Participants will take selected English or Math tests and recommend achievement level scores.
- Register at <http://www.smarterbalanced.org/onlinepanel> by September 19<sup>th</sup>, 2014 to participate.
- Visit the Smarter Balanced website at [www.smarterbalanced.org](http://www.smarterbalanced.org) to learn more about the online panel.
- Please spread the word! We want as many Oregonians involved as possible!



# MOVING FORWARD

2013-14	2014-15 and beyond
OAKS Reading and Writing	Smarter Balanced ELA
OAKS Math	Smarter Balanced Math
OAKS Science and Social Science	OAKS Science and Social Science
Extended Assessment	Extended Assessment
ELPA	ELPA
Kindergarten Assessment	Kindergarten Assessment



# SUMMATIVE SMARTER BALANCED ASSESSMENTS

- Administered during the last 12 weeks (approx.) at grades 3-8, and last 6 weeks at high school (grade 11)
- Significant portion of the assessment requires hand scoring, estimated 6-week turnaround for student achievement results
- Single testing opportunity for each student per year, in ELA and Math



# HOW IS THE NEW TEST DIFFERENT?

## Selected Response

- Assess a broad range of content.
- Scoring is objective, fast, and inexpensive to score.
- Difficult to understand a student's reasoning process and to assess higher-order thinking skills.

## Constructed Response

- Require the student to generate a response as opposed to selecting a response.
- Include both short and extended responses.
- Allow students to demonstrate their use of complex thinking skills consistent with the expectations for college and career readiness.

## Performance Tasks

- Require students to demonstrate ability to think and reason, and produce fully developed products.
- Measure complex "assessment targets."
- Provide evidence of college and career readiness.

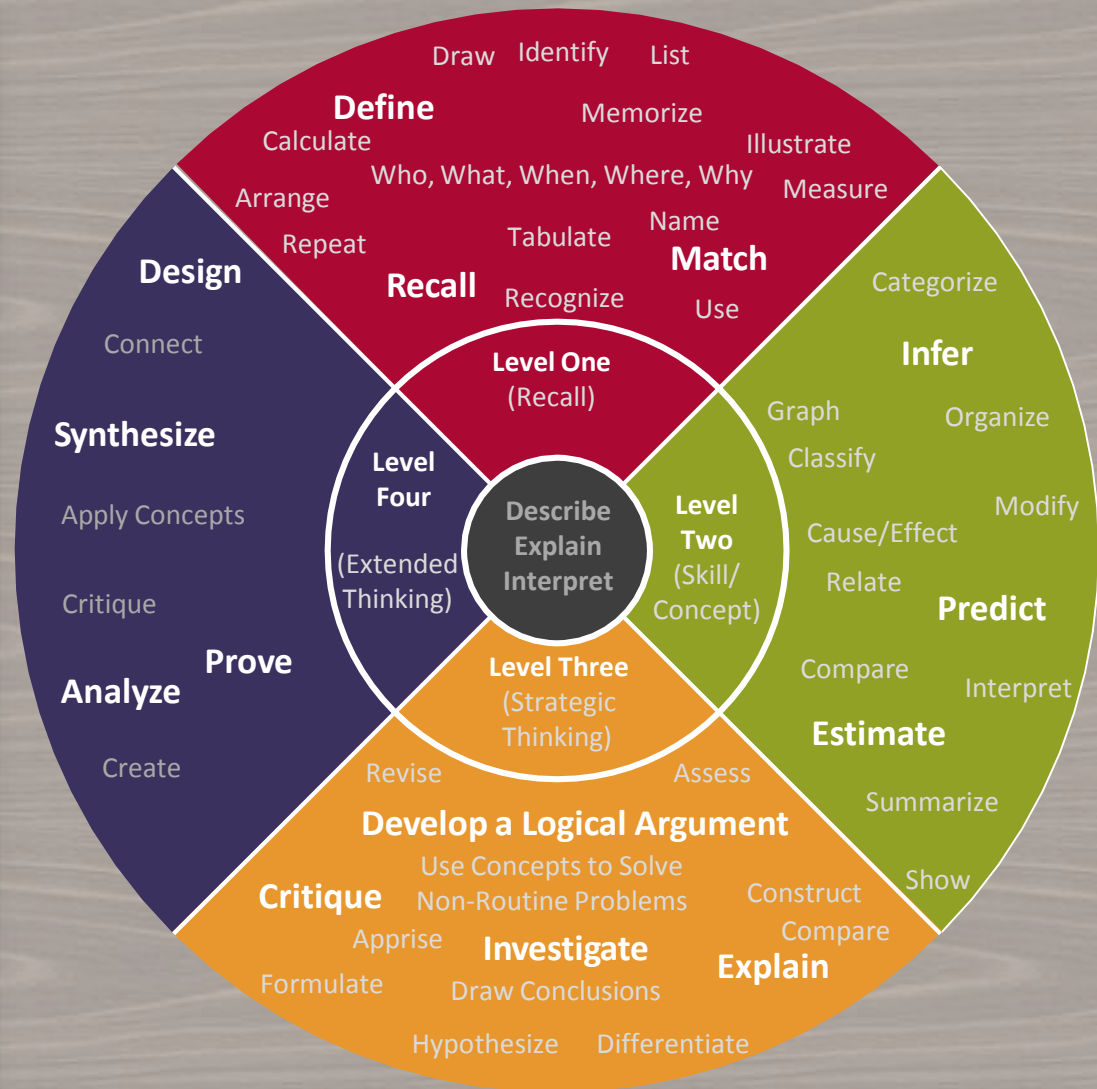


# ASSESSING HIGHER-LEVEL THINKING SKILLS

The Depth-of-Knowledge Levels web is one widely used method for illustrating the various types of knowledge and skills that teaching and learning encompasses.

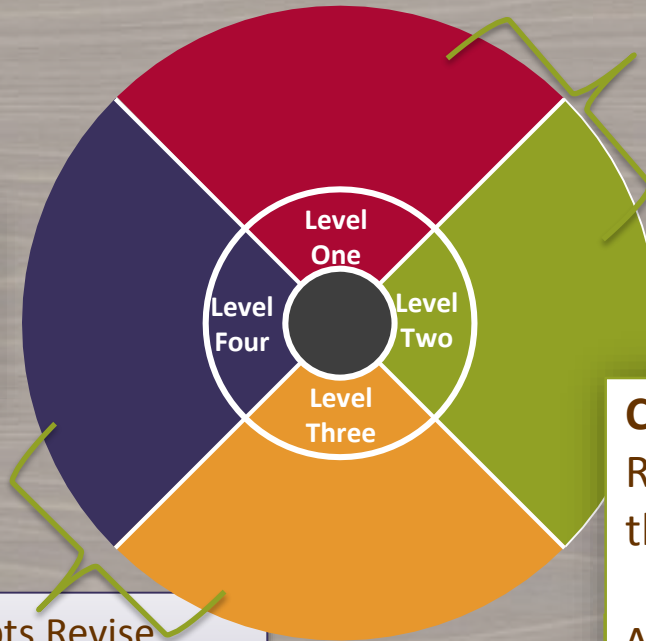
The level of thinking becomes more demanding as one moves to the higher levels and tackles more complex tasks such as synthesizing multiple pieces of information or proving an idea based on evidence in a text.

Students especially need level three and four skills to succeed in college and careers. The Common Core standards reflect these skills more strongly than most state tests.










# USING DEPTH-OF-KNOWLEDGE LEVELS TO COMPARE TEST ITEMS



Use a concept  
Repeat  
Calculate  
Compare

## Smarter Balanced Test Item:

Five swimmers compete in the 50-meter race. The finish time for each swimmer is shown in the video.

	23.42
	23.18
	23.21
	23.35
	23.24
Men's 50 Meter Freestyle	

Apply concepts  
Revise  
Develop a logical argument  
Compare

Explain how the results of the race would change if the race used a clock that rounded to the nearest tenth.

## Current state test item:

Round the number 873 to the nearest hundred.

- A. 800
- B. 870
- C. 900
- D. 860

# Accessibility Guidelines

New accessibility guidelines are available

- <http://www.ode.state.or.us/search/page/?=487>
- Calculator
- Manipulatives (Math)
- Formula and conversion sheets (Math)
- Common transitions (ELA)
- Smarter Balanced-OAKS accessibility crosswalk posted
- Smarter Balanced accessibility FAQ



# Accessibility Guidelines

## Universal Tools

**Embedded**  
*Breaks, Calculator, Digital Notepad, English Dictionary, English Glossary, Expandable Passages, Global Notes, Highlighter, Mark for Review, Math Tools, Spell Check, Strikethrough, Tab-enter Navigation, Writing Tools, Zoom*

**Non-embedded**  
*Breaks, English Dictionary, Protractor, Ruler, Scratch Paper, Thesaurus*

Guidelines were adopted 9/10/13 by the Governing States of Smarter Balanced

## Designated Supports

**Embedded**  
*Color Contrast, Highlighter, Magnification, Masking, Text-to-speech, Translations (Glossary), Translations (Stacked), Turn off Any Universal Accessibility Tools*

**Non-embedded**  
*Bilingual Dictionary, Color Contrast, Color Overlay, Read Aloud Scribe, Separate Setting, Translation (Glossary)*

## Documented Accommodations

**Embedded**  
*American Sign Language, Braille, Closed Captioning, Speech-to-text, Text-to-speech*

**Non-embedded**  
*Abacus, Alternate Response Options, Calculator, Multiplication Table, Print on Demand, Read Aloud, Scribe*

# SMARTER BALANCED FIELD TEST

- Occurred March 25 through June 6, 2014
- Purpose was to develop scale, calibrate test questions, and establish preliminary achievement standards
- 25K students in grades 3-8 and high school participated
- 217 schools across 87 districts in Oregon



# SMARTER BALANCED FIELD TEST

	DAILY		CUMULATIVE			UNIQUE STUDENTS	
	Started	Completed	Started	Completed		Started	Completed
California	51	104	8,987,972	8,720,941	97%	3,139,235	3,115,519
Connecticut	120	203	1040412	1030084	99%	264529	263856
Delaware	0	0	27202	25482	94%	14243	13784
Hawaii	0	0	66122	54599	83%	21318	20268
Idaho	0	0	639517	562247	88%	164660	161706
Iowa	0	0	14717	14438	98%	6791	6728
Maine	0	0	46573	42441	91%	17567	16827
Michigan	88	95	177940	166258	93%	79136	76214
Missouri	0	0	52328	50118	96%	28262	27510
Montana	0	0	285419	279362	98%	73158	72883
Nevada	0	0	73109	71378	98%	37950	37446
New Hampshire	0	0	24277	21951	90%	11585	11179
North Carolina	0	0	4139	4068	98%	2135	2124
North Dakota	0	0	13931	13313	96%	5751	5663
Oregon	0	0	63464	58593	92%	25936	25075
South Carolina	0	0	17074	16151	95%	9456	9075
South Dakota	0	0	279137	278184	100%	70560	70479
US Virgin Islands	0	0	9978	9694	97%	2608	2584
Vermont	0	0	18409	17817	97%	4761	4735
Washington	0	0	716533	696021	97%	187836	186823
West Virginia	0	0	30172	29548	98%	15872	15707
Wisconsin	0	0	102614	97700	95%	53111	52097
Wyoming	0	0	8690	8335	96%	3822	3745
<b>Total</b>	<b>259</b>	<b>402</b>	<b>12,699,729</b>	<b>12,268,723</b>	<b>97%</b>	<b>4,240,282</b>	<b>4,202,027</b>



# LESSONS LEARNED

*Based on feedback from 90+ educators and 2000+ students (Oregon)*

## Technology

Review requirements

Headphones required

Test pausing, information loss

## Performance Tasks

Perceived difficulty

Protocol issues

Practice typing, word processing, and utilizing multiple sources of evidence to create a constructed response or full write (Performance Task)

Utilize practice and training tests



# STUDENT PERSPECTIVES

"Typing was hard but I thought it [test] was more different and cool. Writing is good because I can write down my thoughts. I have good explanations that I want someone to hear." **-Jacklyn, 5<sup>th</sup> Grade**

"Practice typing because there's a lot of typing, and practice essays...how to do them...how to write them." **-Van, 4<sup>th</sup> Grade**

"Practice typing." **-Darbi, 5<sup>th</sup> Grade**



# STUDENT PERSPECTIVES

"...Good to teach us [students] how to go more in-depth with essay, paragraph, and sentence structure." **-Ella, 6<sup>th</sup> Grade**

"Tell them they need to prepare for not just clicking an answer but wording it [responses] in a way that makes sense...work on typing and work on how to answer in words." **-Sicily, 6<sup>th</sup> Grade**





# SMARTER BALANCED TECHNOLOGY REQUIREMENTS

Windows:	XP, Vista, 7, 8.0, 8.1, Server 2003 and Server 2008
Mac:	10.5-10.9
Linux:	Fedora 16-20, openSuse 13.1, Red Hat, Enterprise 6.5, Ubuntu 10.04(LTS), 12.04(LTS) and 14.04 (LTS)
iOS:	6.0, 6.1, 7.0, 7.1
Android:	4.0-4.4
Chrome:	31-35

Misc: headphones required, stylus required (pointing device), no microphone required.



# GRADUATION POLICY

Oregon Administrative Rule 581-22-0615

## The Assessment of the Essential Skills

- Students will be able to use Essential Skills assessment evidence collected prior to the transition to Smarter Balanced (as long as it comes from the approved list of assessment options).
- The approved assessment options will remain in place through the transition to Smarter Balanced (state test, other standardized tests, work samples)



# GRADUATION POLICY

Through  
2013-2014  
academic  
year

**OAKS**

**Work  
Samples**

**Other  
standardized  
assessment**

2014-2015  
academic  
year and  
beyond

**Smarter  
Balanced**

**Work  
Samples**

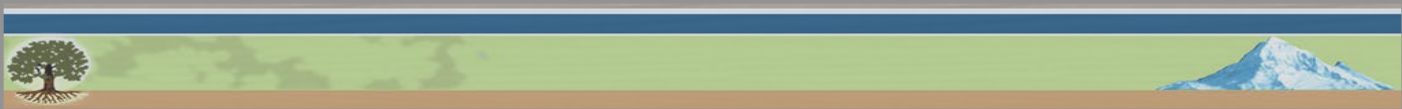
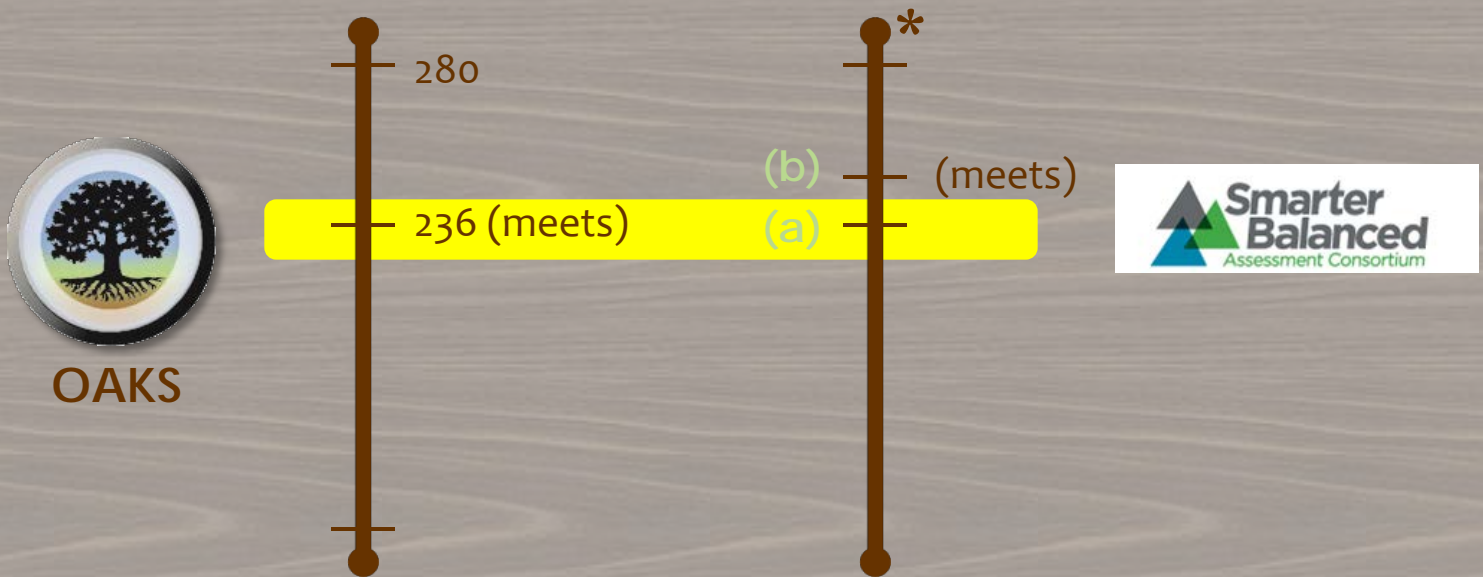
**Other  
standardized  
assessment**



# GRADUATION POLICY

Summer/Fall 2014

There may be a discrepancy between (a) the achievement level on Smarter Balanced that represents an equivalent level of rigor to the “meets” achievement level on OAKS and (b) the “meets” achievement level on Smarter Balanced



# SCHOOL ACCOUNTABILITY IN 2014-15

## Things to remember:

- All Students in grades 3-8 and 11 will take Smarter in 2014-15.
- Due to hand scoring we may not have all test results until mid-Summer or later.
- No new priority or focus schools until after 2015-16.
- Accountability Model for 2014-15 will aim to still have:
  - 5 percent of schools at Level 1
  - 10 percent of schools at Level 2
  - 10 percent of schools at Level 5



# DATA AVAILABLE IN 2014-15

## Achievement

- All students will have Smarter results from 2014-15
- Field test students that weren't double-tested won't have results from 2013-14.

## Growth

- Field test students that weren't double-tested will not have a growth score for 2013-14 or for 2014-15.
- The growth model can measure growth from 2013-14 (OAKS) to 2014-15 (Smarter), but it should be interpreted as a measure of how well students and schools transitioned to the common core.\*

\* - ODE staff will be evaluating data from the Smarter field test and 2014-15 operational test to verify that the 2014-15 growth measurement is valid for all students.



# PROPOSED RATING SYSTEM IN 2014-15

This proposal is still being vetted with stakeholders.

**Achievement Rating:** Use one year of data

- Include only the Smarter results from 2014-15.

**Growth Rating:** Use two years of growth data, including the transition from OAKS to Smarter.

- Field test students without OAKS scores will not have a growth percentile for either 2013-14 or 2014-15.
- There may be a few schools that do not receive a rating, due to the lingering effects of the field test.

**Graduation Rating:** no change

**Participation:** no change



# RESOURCES

**Smarter Balanced Webpage**

[www.smarterbalanced.org](http://www.smarterbalanced.org)

**Smarter Balanced Practice Test**

<http://sbac.portal.airast.org/practice-test/>

**Usability, Accessibility and Accommodations Guidelines (UAAG)**

[http://www.smarterbalanced.org/wordpress/wp-content/uploads/2013/09/SmarterBalanced\\_Guidelines\\_091113.pdf](http://www.smarterbalanced.org/wordpress/wp-content/uploads/2013/09/SmarterBalanced_Guidelines_091113.pdf).

**Smarter Balanced Spanish Resources Webpage**

<http://www.smarterbalanced.org/parents-students/como-ayudar-a-todos-los-estudiantes-a-que-tengan-exito/>





# RESOURCES

**Smarter Balanced Field Test Portal**

<http://sbac.portal.airast.org/>

**Common Core Standards Webpage (ODE)**

<http://www.ode.state.or.us/search/page/?id=2860>

**Oregon Diploma Webpage**

<http://www.ode.state.or.us/search/results/?id=368>

**Essential Skills Webpage**

<http://www.ode.state.or.us/search/page/?id=2042>

**General Assessment Webpage**

<http://www.ode.state.or.us/search/results/?id=169>



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