OSBA Webinar: Student Assessments and Smarter Balanced

April 23, 2014
Betsy Miller-Jones – Welcome
Session recorded

Participants

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ODE Speakers

Doug Kosty, Assistant Superintendent, Office of Learning

Derek Brown, Director of Assessment

Jon Wiens, Manager - Accountability
Discussion

• Overview – where we are and where we’re going
• Smarter Balanced Assessment System
• Smarter Balanced Field Test
• Graduation Requirements
Purpose

The purpose of the discussion today is to provide informational updates regarding the direction of Oregon’s statewide assessment system, and to engage in a dialogue that helps us understand how we can best support students, parents, teachers, and districts through this transition.
History

- State Board of Education adopts the Common Core State Standards for ELA and Math in October 2010
- Standards reflect the expectations of college and career readiness by the end of high school
History

- Development led by CCSSO and NGA, included teachers, parents, administrators, and content experts from across the country
- Smarter Balanced Assessment System adopted by the State Board of Education in May 2013
Development Timeline

- **2010–2011 School Year**: Common Core Translation and Item Specifications Completed
- **2011–2012 School Year**: Common Core State Standards Adopted by All States
- **2012–2013 School Year**: Pilot Testing of Summative and Interim Assessments Conducted
- **2013–2014 School Year**: Preliminary Achievement Standards (Summative) Proposed and Other Policy Definitions Adopted
- **2014–2015 School Year**: Operational Summative Assessment Administered

- Master Plan Developed and Work Groups Launched
- Formative Processes, Tools, and Practices Development Begins
- Item Writing and Review Activities Completed (Summative and Interim)
- Field Testing of Summative Assessment Administered
- Final Achievement Standards (Summative) Verified and Adopted
## Moving Forward

<table>
<thead>
<tr>
<th>2013-14</th>
<th>2014-15 and beyond</th>
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</thead>
<tbody>
<tr>
<td>OAKS Reading and Writing</td>
<td>SBAC ELA</td>
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<tr>
<td>OAKS Math</td>
<td>SBAC Math</td>
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<tr>
<td>OAKS Science and Social Science</td>
<td>OAKS Science and Social Science</td>
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<tr>
<td>Extended Assessment</td>
<td>Extended Assessment</td>
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<tr>
<td>ELPA</td>
<td>ELPA</td>
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<tr>
<td>Kindergarten Assessment</td>
<td>Kindergarten Assessment</td>
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</tbody>
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Summative Assessments

• Administered once per year during the last 12 weeks of the school year (grades 3-8)
• High school (grade 11) test will be administered during the last six weeks of the school year
• Provide, valid, reliable, and fair measures of students’ progress
Summative Assessments

- Capitalize on the strengths of computer adaptive testing
- Significant portion of the assessment requires hand scoring, estimated 6-week turnaround for student achievement results
- Utilizes a variety of test question formats
- Estimated testing times are 3.5 hours per test
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

**Smarter Balanced Test Item:**
Five swimmers compete in the 50-meter race. The finish time for each swimmer is shown in the video.

**Current state test item:**
Round the number 873 to the nearest hundred.

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

---

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.

---

Twenty-seven people are to be seated in a room and only four people can be seated at each table. How many tables would be needed to seat everyone?

6.5
6 ¼
7
8
At Maria's school, 6 classes are going on a field trip. Each class has 26 students and 1 teacher. Each bus holds a maximum of 48 people. The school requests 3 buses for the field trip.
Smarter Balanced Field Test

- March 25 through June 6, 2014
- Purpose is to develop scale and calibrate test questions
- Students in grades 3-8 and high school will participate
- Approximately 3000 students per grade and test (ELA and Math)
- At this time, 243 schools across 98 districts are enrolled in the field test
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 2013-14 and 2014-15

- Review of the school rating system
- 2014-2015 school ratings: impact of the transition to Smarter
School Rating System Data

Schools are rated using the following data:

- **Achievement**: percentage meeting/exceeding in reading and math.
- **Growth**: individual student growth from year to year in reading and math. Includes growth of subgroups.
- **Graduation** (high schools only): four-year and five-year cohort graduation rates. Includes graduation rates for subgroups.
- **Participation**: Did 95% of students take math and reading assessments?
School Rating System Levels

Schools are rated from Level 5 (highest) to Level 1 (lowest).

- Level 5 -- top 10% of schools
- Level 4 – above average
- Level 3 – below average, but not in lowest 15%
- Level 2 – in lowest 15%, but not lowest 5%
- Level 1 – lowest 5% of schools
School Rating System Weights

The rating system combines achievement, growth, and graduation into an index, with the following weights:

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Elementary Schools</th>
<th>Middle Schools</th>
<th>High Schools</th>
<th>Combined Schools (e.g., K-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement</td>
<td>25%</td>
<td>25%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Growth</td>
<td>50%</td>
<td>50%</td>
<td>20%</td>
<td>30%</td>
</tr>
<tr>
<td>Subgroup Growth</td>
<td>25%</td>
<td>25%</td>
<td>10%</td>
<td>15%</td>
</tr>
<tr>
<td>Graduation</td>
<td>--</td>
<td>--</td>
<td>35%</td>
<td>25%</td>
</tr>
<tr>
<td>Subgroup Graduation</td>
<td>--</td>
<td>--</td>
<td>15%</td>
<td>10%</td>
</tr>
</tbody>
</table>
About 230 schools are participating in the field test.

Schools volunteer to test selected grades and subjects within their school.

If selected, the entire grade takes the field test.*

Students who take a field test are NOT required to take OAKS in that subject (district decision)

No student level results of the field test will be available.

* - Exceptions exist for students on IEPs.
School Accountability in 2013-14

- Field test schools may have students without OAKS scores in reading and/or math.
- Field test schools with a significant number of students without OAKS scores will retain last year’s rating.
- Schools that choose to double-test students on OAKS and Smarter will receive a new rating in 2013-14.
School Accountability in 2014-15

- This is the first operational year for Smarter.
- All schools will receive ratings in 2014-15.
- The percentages of Level 1 (5%), Level 2 (10%), and Level 5 (10%) schools will stay the same.
- All components (achievement, growth, and graduation) will be in the rating system, with slight modifications due to the transition.
- ODE is working with stakeholders to finalize the details of ratings model for this transition year.
Resources

Smarter Balanced Webpage
www.smarterbalanced.org

Smarter Balanced Practice Test
http://sbac.portal.airast.org/practice-test/

Usability, Accessibility and Accommodations Guidelines

Smarter Balanced Spanish Resources Webpage
http://www.smarterbalanced.org/parents-students/como-ayudar-a-todos-los-estudiantes-a-que-tengan-exito/.
Resources

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

School and District Report Cards
http://www.ode.state.or.us/search/page/?id=1786
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Questions