



THE OREGON STATE BOARD OF EDUCATION

Provide leadership and vision for Oregon’s Public Schools and districts by enacting equitable policies and promoting educational practices that lead directly to the educational and life success of students.

AGENDA

Work Group on Equitable and Racially Responsive Balanced Assessment

<https://livestream.com/accounts/4436497/odevideo>

255 Capitol Street NE

Salem, OR 97310

Tuesday, September 7, 2021

State Board of Education meetings comply with open meeting laws and accessibility requirements. Requests for an interpreter for the hearing impaired or for other accommodations for persons with disabilities should be given to [Corey Rosenberg](#) at 503-947-5740, at least 48 hours before the meeting. You can access all board materials on our [Boardbook](#) page. Staff respectfully request that you submit email copies of written materials before or after your testimony.

Please note: all times are approximate.

1. Call to Order
2. Presentation from ODE Assessment Team
3. Adjourn

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OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

Oregon State Board - Assessment Workgroup

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September 7, 2021

Gratitude for Partnership

What We've Done Together

- Gender Neutral Pronouns on Official Writing Scoring Guide
- Allowing students to meet Essential Skills requirements in languages other than English
- Science Standard Setting - Affinity Groups of Color for review of Cut Scores and Achievement Level Descriptors
- Social Science Analysis Scoring Guide (and Ethnic Studies Standards)

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Ongoing Opportunities for Partnership

- Senate Bill 744 Implementation
- Student Educational Equity Development (SEED) and Alt-SEED Survey Pilot and student voice
- Redesign of the Kindergarten Assessment

Welcome, Introductions, & Suggested Topics

Diving into Assessment with Metaphor

If assessment were an animal, what kind of animal do you think it should be? Why?

Addressing What Matters to You

- History of standardized testing
- Clarity around the State Board's direct influences in Oregon's Statewide Assessment System
- ODE's vision and values for statewide assessment systems
- Reporting and use of state summative assessment data

Holding Space for Multiple Truths

- The history of standardized testing is founded in white supremacy, a history that has caused harm to students historically and currently underserved by the educational system
- ESSA requires that 95% of students participate, which is in tension with our parent opt-out law
- Oregon's state assessment system has been imbalanced; we want to increase the formative footprint and reduce the summative footprint
- State summative assessments can expose opportunity gaps and serve as a lever for policy change and equitable resource distribution
- Others?

History of Standardized Assessment

The Legacy of High-Stakes, Standardized Assessment #1

- History of high-stakes, standardized assessment--such as SAT and IQ testing--is founded in principles of white supremacy (Au, 2014; Knoester & Au, 2015)
- School segregation has returned to *pre-Brown* levels (Orfield, 2009)
“... when we look at the history of high-stakes testing and its⁹ contemporary and racially disparate impact on the educational experiences of students today, such testing contributes to the inequitable re-segregation of schools through the false assumption of meritocracy in conjunction with school choice themes” (Au, 2015)

The Legacy of High-Stakes, Standardized Assessment #2

Anti-racist actions must remove racist policies, which serve the self-interests of those in power (Kendi, 2019)

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- What systems are contributing to these outcomes?
- Are state assessment practices complicit?
- How do we disrupt them?

State Board Influence on Assessment

Where the State Board has Assessment Influence

Assessment	Basis of Requirement	State Board Influence
Science, Mathematics, and English Language Arts	ESSA, ORS 329.485, OAR 581-022-2100	Adopts standards, achievement level descriptors, and cut scores (defines proficiency)
Social Sciences Performance Tasks	ORS 329.485, OAR 581-022-2100	Adopts standards, approves scoring rubrics
English Language Proficiency (ELPA21)	ESSA, OAR 581-022-0610	Adopts standards, achievement level descriptors, and cut scores (defines ¹² proficiency)
Kindergarten Assessment	OAR 581-022-2130 (suspended)	Direct control
National Assessment of Education Progress (NAEP)	ESRA, Title III, sec. 303, ESSA	No influence outside of communication.
Nationally-Normed College Entrance Practice Examination	ORS 329.488	No influence outside of communication.
Essential Skills & Local Performance Assessments	OAR 581-022-2115	Direct Control

ODE's Vision and Values for Assessment

- *Rehumanizing Assessment*
- *Balanced & Coherent Assessment*
- *Infusing Anti-Racist Assessment Practices*

Rehumanizing Assessment

- Identity
- Agency
- Joy

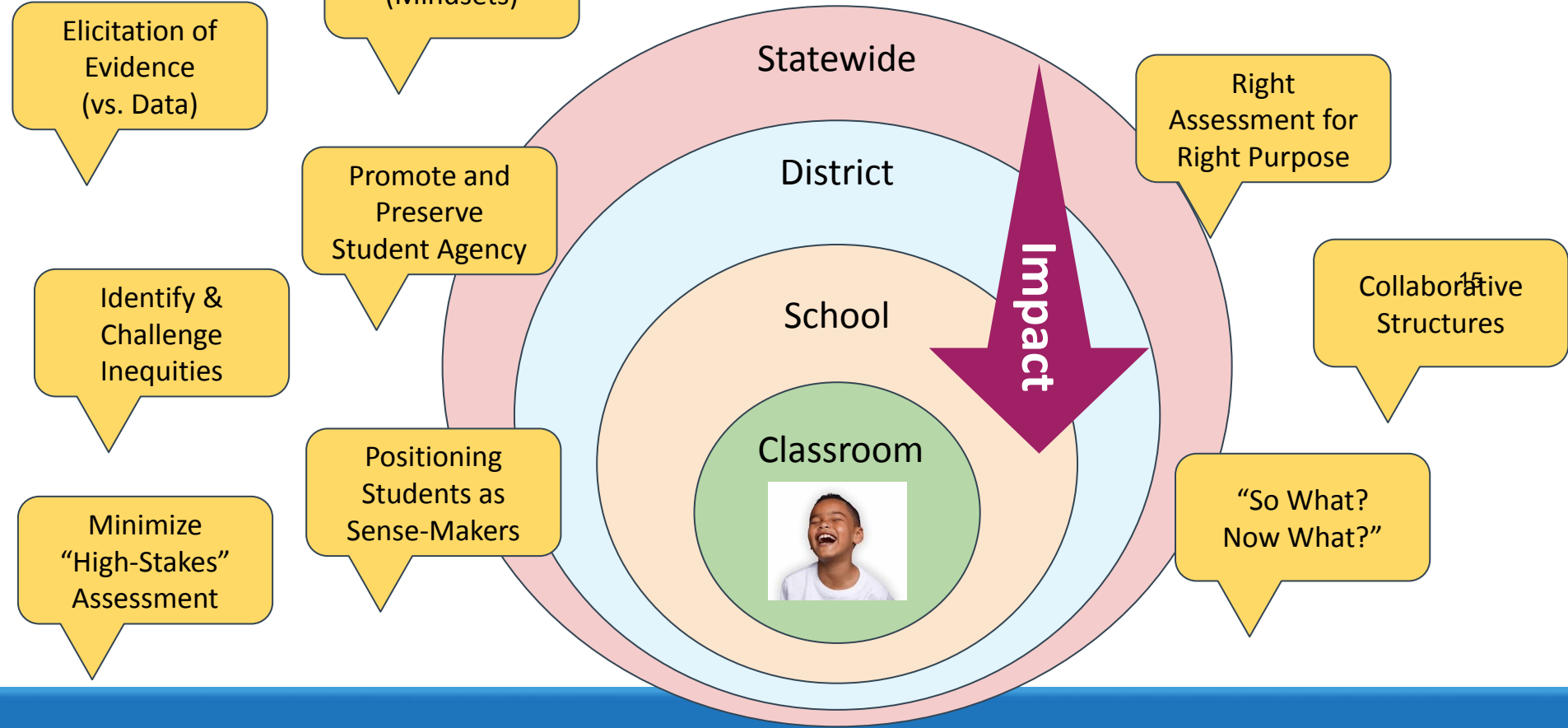


I DID IT!



Rehumanizing Assessment:

Student-Centered & Purposeful

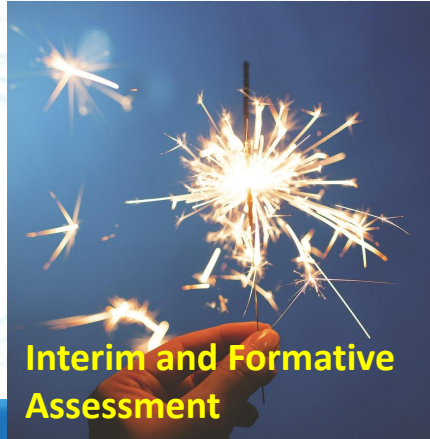


Rehumanizing Assessment Practices

Dehumanizing Assessment Practices	Rehumanizing Assessment Practices
Deficit-based	Asset-based
Promotes dominant cultural values	Supports student identity and agency
Compares students to each other	Compares students to grade level proficiency
Adult-centered	Student-centered
Closes doors	Opens doors
Traditional grading practices	Equitable grading practices

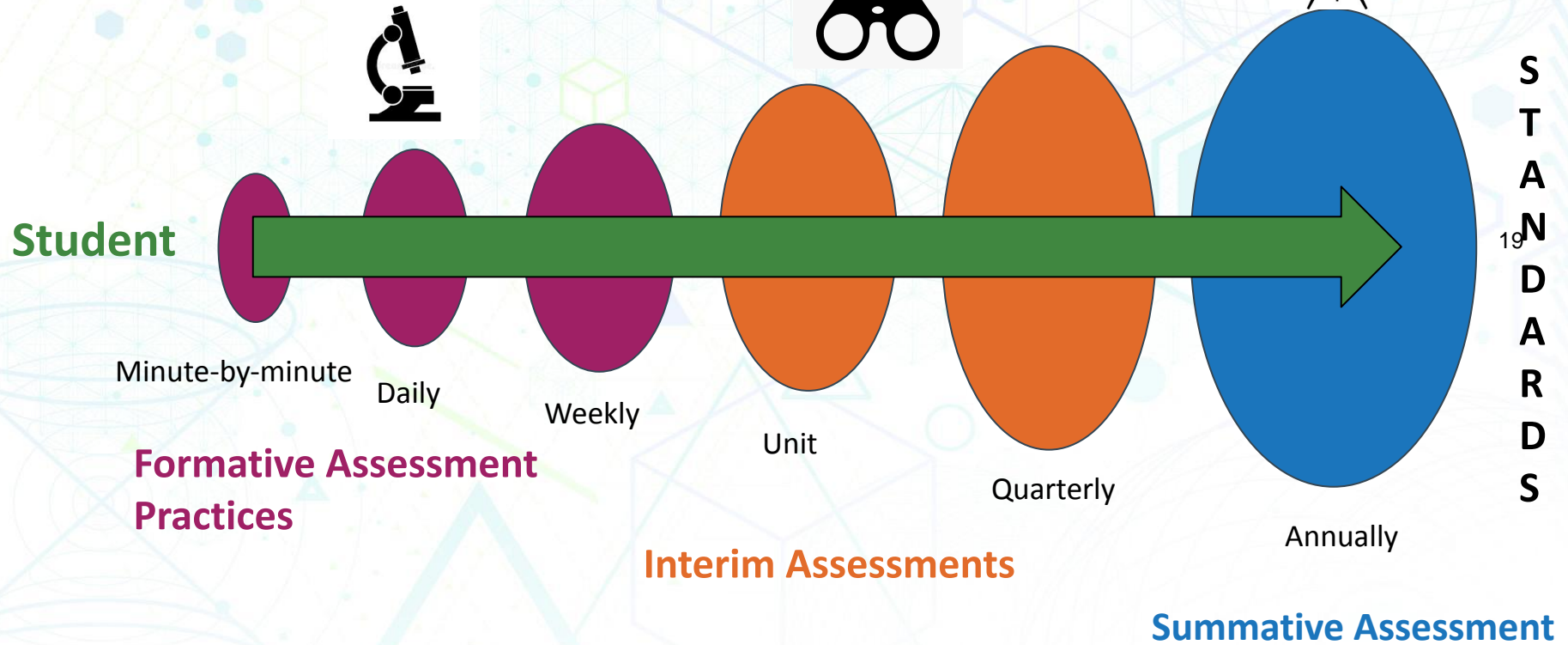
Balance & Coherence

Oregon's Historical State Assessment System



Summative Assessment

Right Assessment for the Right Purpose

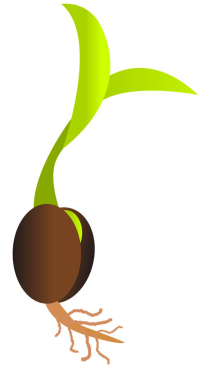


Board comment: “I’d like to know more about assessing student experience.”

Student Educational Equity Development (SEED) and Alt-SEED Surveys

Purposes:

- Incorporate student voice into the continuous improvement process
- Provide districts with actionable information
- Promising practices guidance for use of data
- Report beyond achievement for students, families, and educators
- Compare patterns to validate summative assessment approaches



SEED and Alt-SEED Survey Constructs

SEED Survey Constructs Measured at Each Grade

Grades	3	4	5	6	7	8	9	10	11
Access to Learning Resources	B	B	B	B	B	B	S	S	B
Opportunity to Learn	B	B	B	B	B	B	S	S	B
Self-Efficacy Beliefs	S	S	S	S	S	S	S	S	S
Sense of Belonging	B	B	B	B	B	B	S	S	B ²¹
Well-Rounded Education	S	S	S		S	S	S	S	S
Career-Technical Education				S	S	S	S	S	S
Extra-Curricular Engagement				S	S	S	S	S	S
Post-Graduation Planning							S	S	S
Independence	A	A	A	A	A	A			A

S for SEED survey, A for Alt-SEED survey, B for Both

Pause for Tone

- **What resonates with you from what you have heard so far?**
- **What is not yet in tune?**



Reporting and Uses of State Assessment Data

State Reporting and Data Uses

- Reporting state academic achievement data is required by ESSA
- Academic achievement results, and other indicators, must be reported by race/ethnicity
- Results from state summative assessments should be used to make systems-level decisions to better support students whom our systems are not serving well ²⁴
- Results from state summative assessments should not be used in dehumanizing ways

Infusing Anti-Racist Practices

Anti-racist Efforts in Oregon's State Assessment System, #1

- Item review process includes fairness and sensitivity review
- Clearly and consistently communicating regarding appropriate/inappropriate uses
- Educator review panels must reflect the state's diversity
- Item functioning is evaluated by race/ethnicity

Anti-racist Efforts in Oregon's State Assessment System, #2

- Centering student voice via the Student Educational Equity Development survey (SEED survey) and Alt-SEED Survey
 - Access to Learning Resources
 - Opportunity to Learn
 - Self-efficacy/Beliefs
 - Sense of Belonging
- Engaging anti-racist literature and consultants to inform our thinking and policies

Continued Efforts

- Honoring High School Proficiency for Oregon's emergent bilinguals
- Accessibility improvements
 - Math manipulatives
 - Text-to-Speech, Speech-to-Text
- Equitable Grading Practices



**What would you like
to discuss with us
next?**

**How can we support
your decision-making?**



Assessment Resources

Assessment Literacy

- [Right Assessment for the Right Purpose Guidance Document](#)
- [Parent Assessment Literacy Training Modules](#)

Formative Assessment Practices

- [Formative Assessment](#) page
- [Formative Assessment PLC resources](#)

Interim Assessments and Tools for Teachers

- [Interim Assessment](#) page
- [Tools for Teachers](#)

Summative Assessment pages

- [English Language Proficiency](#)
- [Science](#)
- [English Language Arts](#)
- [Mathematics](#)

Thank you!

If you have questions, concerns, or you want to continue the conversation, please contact us!

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