



Meeting Minutes

A Work Session was held Monday, March 2, 2020, beginning at 12:00 PM in the Public Service Building 251 A/B
255 Capitol Street NE
Salem, OR 97310.

Present:

Excused:

Absent:

Staff:

1. **Call to Order**
 - A. **Director's Report - Added 3/2/2020 9:55 AM**
2. **Work Session**
 - A. Overview of Oregon's Statewide Assessment system
3. **Adjourn**

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State Board of Education Assessment Session

March 2, 2020

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How Statewide Assessments Operationalize Equity

As former Secretary of Education Jon King Jr. once shared, state rights and civil rights have not always been close friends. This perspective applies within both state and local education contexts. The statewide assessment system generates public evidence of learning and is a critical lever for protecting all students' right to participate in meaningful opportunities to learn.

The Elementary and Secondary Education Act (ESEA) was put into law as the cornerstone of Lyndon B. Johnson's war on poverty and represented a landmark commitment to equal access to high quality education. It emphasized both high standards and accountability. We have learned a great deal in the reauthorizations of the ESEA. Over time, several requirements were added, including requirements that states adopt content standards and benchmarks that apply to all students, defining what students in each state should know and be able to do in each area across all grade levels. Statewide assessment systems are implemented, and the results are reported publicly by student group, to ensure that adults in our education systems are supporting all students to learn.

Oregon's statewide assessment system provides system health measures that help identify the quality of all of our students' lived educational experiences by looking at a smaller, but critical, list of academic achievement and growth outcomes. Combined with public reporting and accountability expectations that spotlight the achievement of student groups that have historically been underserved, the results serve to protect student interests by shining the light on inequities that continue in our system, including racial/ethnic opportunity gaps. The system is also used to determine what is working, providing a standardized metric that all educators in Oregon can use to evaluate programs and curricula.

What is Assessment?

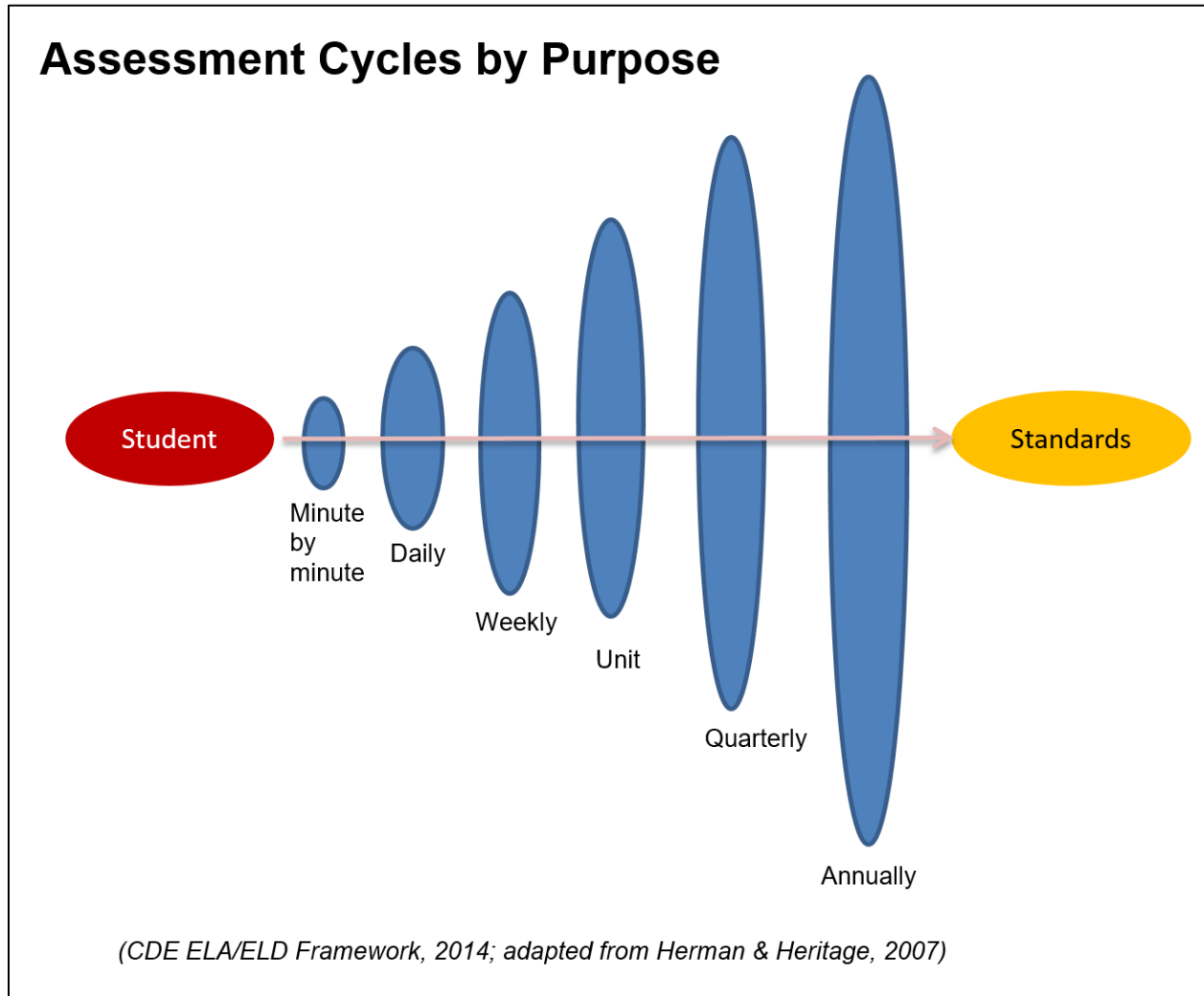
The National Council on Measurement in Education (NCME), a collection of measurement experts from across the United States, defines assessment as:

Any systematic method of obtaining information from tests and other sources, used to draw inferences about characteristics of people, objects, or programs; a process designed to systematically measure or evaluate the characteristics or performance of individuals, programs, or other entities, for purposes of drawing inferences; sometimes used synonymously with test.

It is important to mention that assessment is not the same as accountability; these two terms are often associated as "sides of the same coin" but they are different systems that ideally work together. At its heart, assessment is the collection of evidence about student learning to make determinations about the learning that has occurred. Assessment decisions include, how

evidence is collected, what is considered evidence, what is done based on what is collected, and how the evidence is interpreted (including scoring).

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The **quality** of assessment practices directly impacts the **quality** of learning in our classrooms. Without assessment, we only know that teaching is occurring. It is assessment that gives us evidence that students are actually learning.

Even if assessment isn't called out in the rule, almost all of the topics the State Board of Education discusses are impacted by assessment practices, including, for instance, support of students who are emergent bilinguals in schools and implementation of instructional standards.

The focus of today's discussion is on our statewide assessments that are required in the Every Student Succeeds Act or in State Statute or Regulation. However, we hope that we can meet at a future point to discuss all of the work we are doing to support the development student and teacher agency via classroom assessment.

State Assessment Requirements

Statewide Assessment / Requirement	Required Grades	Basis of Requirement	Estimated Time	Oregon teachers involved in development and scoring	High Stakes for Students?
Kindergarten Assessment	Kindergarten (K)	OAR 581-022-2130 State Requirement Only	1-2 hours	Yes	No
English Language Proficiency Assessment	K – 12 ¹	ESSA Sec 1111(b)(2)(G) OAR 581-022-0610	1-4 hours	Yes	Yes
English Language Proficiency Screener	K – 12 ²	Title VI, Civil Rights Act of 1964	2 hours	Yes	Yes
Dyslexia Screener	K – 1	ORS 326.726	Varies based on local practices	Depends	No
English Language Arts	3 – 8 and high school	ESSA Sec 1111(b)(2)(A) & CFR 200.2(a)(1) ORS 329.485, OAR 581-022-0610	4:20-4:50 hours	Yes	High School ³
Mathematics	3 – 8 and high school	ESSA Sec 1111(b)(2)(A) & CFR 200.2(a)(1) ORS 329.485, OAR 581-022-0610	2:40-3:00 hours	Yes	High School ⁴
Local Performance Assessments	3 – 8 and at least once in high school	OAR 581-022-0615 State Requirement Only	Varies based on local practices	Yes, locally	No
NAEP	4 and 8	ESRA, Title III, sec. 303, ESSA Sec 1111(c)(2)	90 minutes	No	No

¹ Only for students identified as requiring English language proficiency screening by the language use survey.

² Only for students who are English learners who have not yet met English language proficiency requirements.

³ Only for students who use our statewide summative assessment results to meet their Essential Skills in reading, writing, or mathematics.

⁴ Only for students who use our statewide summative assessment results to meet their Essential Skills in reading, writing, or mathematics.

Statewide Assessment / Requirement	Required Grades	Basis of Requirement	Estimated Time	Oregon teachers involved in development and scoring	High Stakes for Students?
Science	5, 8, and at least once in high school	ESSA Sec 1111(b)(2)(A) & CFR 200.2(a)(1) ORS 329.485, OAR 581-022-0610	1:30-1:40 hours	Yes	No
Social Sciences (optional)	5, 8 and at least once in high school	ORS 329.485, OAR 581-022-0610 State Requirement Only	45 minutes	Yes	No
PSAT	10	ORS 329.488	2 hours, 45 minutes	No	No
Essential Skills graduation requirement in reading, writing, and math can be fulfilled through earning at least the required score on: <ul style="list-style-type: none"> • State assessment; • Selected list of commercial assessments; • Local performance assessments (Work Samples) 	High school	OAR 581-022-0615 State Requirement Only	Varies based on method and local practices	Depends	Yes

Oregon’s Recent Assessment History

Oregon was the first state to provide online assessments—this is important because online administration increases the quality of testing, speed of scoring, ease of administration, and the variety of accessibility supports that can be offered in a standardized manner.

Oregon has stayed focused on improving the quality of the assessment system and responding to concerns that have been raised, as illustrated in the following table contrasting former and current assessment practice.

Former Practice	Current Practice (<i>work still underway</i>)
Statewide summative assessment results required in teacher evaluation programs	Statewide summative assessment results not required in teacher evaluation programs
Punitive accountability models	Supportive accountability model
Continued history of using statewide assessment and commercial assessments to make high stakes student decisions	Living into our value of eliminating high stakes consequences for students (<i>work still underway</i>)
Previous limitations in item types in summative assessment combined with NCLB-era use of narrow focus on test scores as the sole indicator of school and district quality	Broader range of item type on our ELA, math, and science assessment and changed social sciences assessment to performance tasks
Concerns regarding the impact of testing time for our statewide assessments	<ul style="list-style-type: none"> • Shortened ELA test blueprint • Reduced the number of annual testing opportunities • Partnered with WestEd to conduct an assessment system survey & “inflection point” response
Concerns regarding the relevance of our high school assessment	<ul style="list-style-type: none"> • Removed 66% instructional day requirement • Developed a data-sharing MOU with HECC (predictive validity study underway) • Monitoring research on the utility of standards-based assessment for college admissions decisions
Inadequate inclusion of educators of color in state assessment development initiatives	Engagement of racial/ethnic affinity groups in the development of our science achievement standards
Limitations on language accessibility within our statewide assessments	<ul style="list-style-type: none"> • All non-ELA assessment items available in Spanish • Increased language accessibility in science (Spanish Language Toggle)
Assessment literacy not addressed, yet research and Oregon advisory committees point to its importance	Assessment literacy work (Right Assessment for the Right Purpose , ongoing development of parent assessment literacy training modules)

How ODE Uses Assessment Data

The ODE publishes statewide assessment results annually as part of our obligation to ensure that we are serving all students. Those data are also used in decisions related to resource distribution, as our District and School Effectiveness team identifies partner schools and districts that need substantial investment based in part on academic achievement and growth measures.

Given our longitudinal databases, it is now feasible to use Target Reports at the district and classroom levels. These Target Reports help educators analyze academic achievement trends in a manner that helps them identify areas of strength and areas for improvement, tied to both standards and definitions of proficiency. Educators can now review their instructional efficacy over the course of several years and identify patterns that they can connect to specific standards. This helps determine whether their teaching strategies and/or curricula are meeting the needs of students and define which areas require improvement.

ODE Support of Local Assessment Practices

ODE's staffing focus has been on the development of the Oregon Statewide Assessment System and on building teacher assessment capacity through the development of professional learning resources related to classroom assessment, such as performance assessment and formative assessment practices. ODE has not had the authority to develop guidelines or establish guardrails on district interim assessment practices; consider, by contrast, that ODE has a large amount of leadership in the area of what instructional materials districts use.

Local Assessment Practices

The Department does not require districts to report their assessment practices or to choose from a list of approved assessments, so it is not possible to make claims about district, school, or classroom assessment practices statewide. We know there is wide variation in local practices around testing. A look at a few examples of district assessment practices reveal that:

- It is not unusual to see that there are more district-required assessment than state required assessments.
- The district-required assessment include a preponderance of multiple choice (low cognitive complexity) items rather than performance or extended items.
- The district-required assessments are often guided by vendor-determined uses and approaches, rather than developed and scored by local educators.

ODE's Next Steps in Assessment

- Continue educator and community engagement opportunities.
- Develop our own expertise and collaborative work around assessment literacy, formative assessment practices, and change models to support the implementation of a balanced assessment system.
- Develop system coherence, focused on changing our instructional practices.
- Reinforce equity, as well as teacher and student agency, through formative assessment practices.
- Support districts in connecting Target Reports to Interim Assessment data and system-level decision-making.
- Partner with the Oregon Education Association to emphasize the importance of quality classroom assessment practices.
- Engage our Assessment Advisory and Technical Advisory Committees in helping ODE support districts in implementing balanced assessment systems.

What Policy Makers Need to Know about Assessments

Oregon's teachers are substantially involved in the development of our statewide assessments. ODE employs Oregon teachers in item development, content, sensitivity, scoring, and bias reviews. Our decisions regarding test blueprints, administration, and accessibility are all informed by practitioner perspectives, including those from District Test Coordinators, our Assessment Advisory Committee, our Accessibility Panel, our Education Service District Partners, and our national Technical Advisory Committee. We're committed to making joint decisions that incorporate feedback from those affected by such decisions. Our primary role at ODE is to ensure that we maintain assessment system quality. Assessments tell us where we are and what next moves should be taken to support growth.

Decisions made about assessment practices either enhance or undermine learning—they are not neutral; how evidence is collected affects what results you see and the results either:

- have a beneficial impact on the learning experience by providing accurate information that is helpful for decision making at the state, district, school, or student level;
- have a detrimental impact on the learning experience by providing *inaccurate* information that *damages the quality of* decision making at the state, district, school, or student level; or
- are not used and therefore the testing experience was a waste of instructional time and as a result had a negative experience on learning.

All tests produce data; so, if a third-grade team of educators wanted to get data on how well students read, for instance, they could find many tests that purport to do this. The difference is in the quality of the items and design. Given this, policy makers should know that:

- Test data alone should not be used for decision making; wherever possible, test data should be used in combination with other evidence.
- Because tests, differ—sometimes dramatically—in their quality, it should not be assumed that a test (or the data from a test) is good enough to be used for any decision unless there is persuasive evidence.
- Although the terminology of many reports about tests, including those regarding quality and purpose, are written in technical language, the content can be explained in plain language if requested.

(This content was adapted from the National Assessment Governing Board’s work to develop assessment literacy.)

State Board of Education’s Leadership in Assessment

State Board of Education is charged with making decisions about assessment use in the context of, at least, the following:

- Graduation policies, specifically the assessment practices used to demonstrate the Essential Skills
- Kindergarten Assessment
- SSA accountability
- ESSA district and school effectiveness
- State Board of Education-sponsored charter school practices
- Any grant that includes within its rules the use of achievement data
- Any rule that includes the evaluation of students as part of their identification for services: TAG, Individualized Education Programs (special education)
- Any rules that articulate what quality learning experiences/standard school (Division 22) should include

The State Board of Education’s knowledge of assessment matters because the wording of the assessment requirements directs districts towards or away from accurate and appropriate use of evidence. For instance:

- The State Board of Education established Essential Skills as an assessment practice.
 - The State Board of Education chose to include a range of assessment options instead of just the state summative assessment, thus increasing the options available to students.

- The State Board of Education determined which indicator (3rd Grade English Language Arts summative) would be included in the SIA as the statewide common measure of academic achievement.

The State Board of Education has tremendous leadership in assessment practices at all levels of Oregon's educational system. The Oregon Department of Education is committed to ensuring that the State Board has the information it needs to make defensible and comprehensive decisions. We appreciate the opportunity to provide such support today.