



Presentation to the House Education Committee

Assessment 101

Rob Saxton
Deputy Superintendent of Public Instruction
February 9, 2015

Assessment Fact

Percent of Oregon students meeting benchmark on 3rd grade OAKS reading assessment in 2013-14:

- All Students = 68%
- Hispanic/Latino = 48%
- Economically Disadvantaged = 57%

Assessment Fact

- Longitudinal look at the percentage of all Oregon students meeting 5th and 8th grade OAKS math benchmarks in 2008 and 2014:
 - 5th grade math:
 - 2008 = 44%
 - 2014 = 60%
 - 8th grade math:
 - 2008 = 51%
 - 2014 = 63%

Assessment Fact

- Comparison between two similar Oregon districts in terms of the percent of all students meeting on 3rd grade OAKS reading assessment in 2013-14:
 - District A = 76%
 - District B = 50%

Assessment Fact

- Comparison between two similar districts in terms of the percent of all students meeting on OAKS assessments between 2007-08 and 2013-14:

		District B (%)			District A(%)		
Subject	Grade	2007-08	2013-14	Change	2007-08	2013-14	Change
Math	5	38	44	6	50	75	25
Math	8	49	50	1	64	80	16
Reading	3	52	50	(2)	62	76	14

Student Assessments and Accountability

- Student assessments are required by ORS 329.485 and federal law.
- State Board of Education is responsible for adopting content standards that contain descriptions of what students should know and be able to do. Assessments measure what they know using these standards as the basis for the assessments.
- Test results are used to inform school and district improvement processes, state performance measures, a source of evidence for the assessment of essential skills requirement of the high school diploma, and as part of state and federal accountability.
- The current state system is known as “OAKS” (Oregon Assessment of Knowledge and Skills), a system developed and managed by staff in the Office of Assessment and Information Services.

Student Assessments

- All of Oregon's mathematics, English language arts, English language proficiency, science, and social science proficiency tests are administered online.
- Computer adaptive testing delivers questions to a student based on their previous responses, providing precise information to a teacher on how well a student is grasping certain learning standards and concepts while taking less of a student's time as compared to traditional paper tests.
- Oregon's online testing window for science, social science and English language proficiency is open from January through June. Smarter Balanced math and English language arts assessments begin in March.
- Districts may elect to administer the assessment during smaller windows and may elect to administer the assessments only once per year. The English proficiency tests are available once per student from mid-January to late April.



English Language Proficiency Assessment (ELPA)

- About 10% of Oregon's students are non-native English speakers receiving English Language Development services. The most common first language for these students is Spanish, followed by Russian, Vietnamese, and Chinese. Over 150 languages are spoken by Oregon students and their families.
- All English Learners (EL) students in Oregon are required to take the state's ELPA each year, and the results of the test are used to track student's progress toward English proficiency.
- As the lead state representing a consortium of eleven states, Oregon was awarded a \$9.1million grant to build a flexible system of assessment, known as the ELPA21, based upon a common set of English Language Proficiency/Development (ELP/D) standards corresponding with the Common Core State Standards. Thirty-eight Oregon districts will take part in the ELPA21 field test in February and March 2015.
- ELPA 21 is one of the components of Oregon's education redesign to ensure EL students throughout Oregon are achieving at the highest levels possible and are college- and career-ready when they leave our schools.



Current OAKS Assessments

Subject	Grades	Number of Students
English language arts	3-8, 11	294,000
Math	3-8, 11	294,000
Social Sciences	5,8,11	126,000
Science	5,8,11	126,000
English Language Proficiency	K-12	60,000
Kindergarten	K	42,000
Extended	3-8, 11	6,000

➤ Additionally, approximately 40,000 10th grade students take the PSAT/ACT.



Statewide Assessment Transition

Transition to a New System

- The State Board of Education adopted the Oregon Common Core Standards in mathematics and English language arts in October 2010.
- Districts have been implementing the Oregon Common Core Standards, aligning curriculum and instruction.
- This spring, Oregon's students will take the Smarter Balanced Assessment to begin assessing students on Oregon Common Core Standards.



Transition to Smarter Balanced

- The Oregon State Board of Education adopted Smarter Balanced ELA and Math assessments in May 2013
- 4.2 million students participated in the Smarter Balanced field test across the consortium; 24K students from Oregon
- Smarter Balanced assessments are administered once annually in grades 3-8 and high school (grade 11), at the end of the school year
- Test questions are delivered in a variety of formats (multiple choice, short answer, performance tasks)
- Hand scoring is required for a portion of the tests

Sample 5th Grade Smarter Balanced English Language Arts Item

The screenshot shows a Firefox browser window with the address bar displaying `https://sat1.sbactpt.tds.airast.org/Student/Pages/TestShellModern.aspx`. The page title is "Student: Test". The browser's address bar shows "GUEST, GUEST (State-SSID: GUEST -216807) G5 ELA (5 out of 29) Questions: 6 - 13". The page content is a reading passage titled "New Homes for Hermit Crabs" by Bart King. The passage describes how hermit crabs use seashells for protection and how they adapt to a changing environment due to ocean pollution. Two questions are presented on the right side of the page, each with a text input area for the answer.

New Homes for Hermit Crabs
by Bart King

Hermit crabs are nature's recyclers. Like many other crabs, the hermit crab eats waste. By living on sea scraps, hermit crabs help keep oceans and shores clean. Some hermit crabs hide in reefs or live in shallow waters, while others scuttle on the ocean floor. There are also hermit crabs that spend most of their lives ashore.

Unlike other crabs, the hermit crab has a thin outer shell over its soft tail. This makes the hermit crab easy prey for hungry predators. Hermit crabs stay safe by living in old seashells. A hermit crab is picky; it tries on many shells until it finds one that fits just right. The hermit crab backs into its new home and uses its tail and rear legs to grab onto the shell and carry it. If a predator shows up, the crab retreats into its shell and blocks the entrance with its strong claws.

During a lifetime, one hermit crab will inhabit many different seashells. As a hermit crab grows, the crab leaves its home, upgrading to a larger shell. In recent years, however, many hermit crabs have had trouble finding their perfect homes. What is the problem? There are not enough shells to go around!

One reason for the seashell shortage is that ocean water is not as clean as it once was. This has caused chemical changes to seawater. Some sea animals, like snails, are affected by these changes. Now there are fewer snails making shells. People visiting the beach often take shells

6

Project Shelter is helping hermit crabs by creating artificial shells for them to use as shelters. Explain the process that is used in designing and selecting the shells. Use details from the text to support your answer.

Type your answer in the space provided.

7

Read the sentence and the directions that follow.

The hermit crabs in the ocean have learned to adapt to the changing housing situation.

Using details from the text, define the word adapt and explain how the crabs have adapted.

Type your answer in the space provided.

Sample 5th Grade Smarter Balanced Math Item (Practice Test)

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.

Carefully read Maria's argument:

A. Maria says that 3 buses are not enough.

B. She argues that 3 buses will hold a maximum of 144 people.

C. The classes need space for 156 people.

D. The school needs to order 1 more bus.

Click to select the statement in Maria's argument that has incorrect reasoning or inaccurate calculations.

Drag the numbers from the palette into boxes to create the number that will correct the statement you choose.