



OREGON  
DEPARTMENT OF  
EDUCATION

# A Balanced Approach *Supporting teacher practice and student learning*

House Education Committee

May 15, 2019

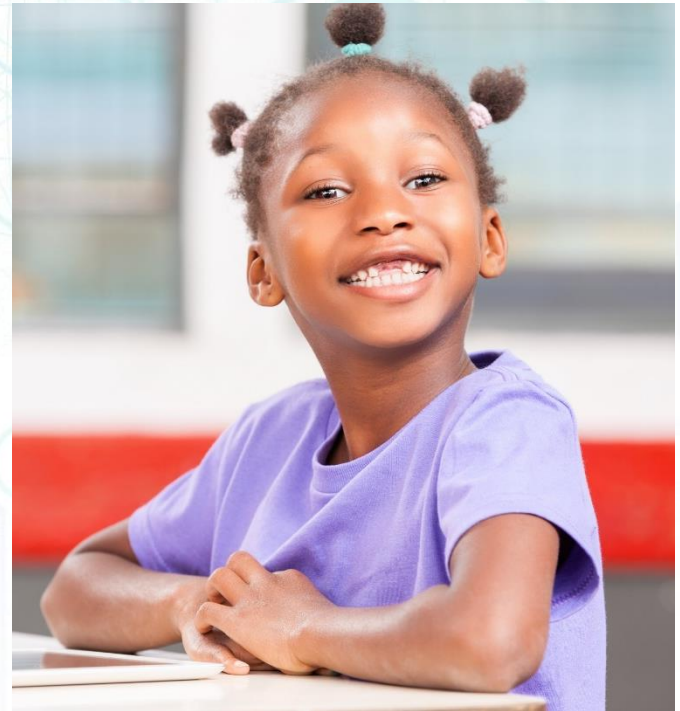


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# Our Goals

1. Guarantee a high quality, balanced assessment system to serve students well
2. Invest in resources to...
  - inform teacher practices
  - improve student learning



# Our “Why”



# Oregon's Statewide Assessment System

## Our "Why"

### **EQUITY** *through* **Access**

- For students: access to quality learning experiences.
- For educators: access to resources to improve their practice.

### **Transparency**

- All students show what they know, so we know how well our schools are serving each student



# Oregon's Statewide Assessment System

## Our "How"

**The Right Assessment  
for the Right Purpose**

### Formative

Student level information,  
in the moment.



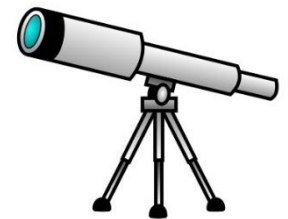
### Interim

Classroom information  
at the end of a unit.



### Summative

State, district, and  
school information at  
the end of the year.



# Focusing on Equity

“...we cannot fix what we cannot measure.”

-The Leadership Conference on Civil & Human Rights

# Aligned with Federal and State Policy Stakeholder Input



# ESSA Assessment Requirements

The Every Student Succeeds Act (ESSA) sets the following assessment requirements for states:

- **State Academic Standards, K-12**
- **Statewide Academic Summative Assessments based on State Standards (General and Alternate)**
  - English language arts and mathematics assessments in grades 3-8 and once in high school;
  - Science assessments at least once in each of three grade spans (3-5, 6-9, 10-12).
- **Participation in Summative Assessment**
  - 95% overall and student groups
- **English Language Proficiency Assessment, K-12**





# By the Numbers

## Number of Federally-Required State Tests

5\*

English Language Arts –  
General and Alternate

Math – General  
and Alternate

Science – General and Alternate

English Language Proficiency \*

NAEP\*

## Number of State-Required State Tests

1

Kindergarten Assessment

# Responding to Stakeholders

## Stakeholders Overwhelmingly Support a Balanced Approach

ODE's approach to a balanced assessment system has consistent stakeholder support:

- [Secretary of State Assessment System Audit](#) (2015, Page 18)
- [A New Path for Oregon](#) Governor's Office, OEA, & ODE (2015, Page 22)
- [Oregon's ESSA Plan](#) ODE, Statewide Engagement (2017, Pages 10, 15, and 27)

Focus  
on  
Equity

High-  
Quality

Balance



# What would balance look like?

Formative Assessment Practices

Interim  
Assessment

Summative  
Assessment

Rigorous Content Standards





# Common Questions ODE Recieves

# Common Questions: Making Changes

**What's the cost to switch to ACT or SAT?**

About **\$5.8 - \$6.8 million** more per biennium.

**What impact would changing to a new test (or substantially changing our existing test) have on local educators?**

*Transitions cost time, money and staff resources.*

*Transitions make it so you cannot look at longitudinal data or changes in student achievement over time.*

**Areas of concern**

*ODE studied this possibility and found several areas of concern: equity, accessibility, alignment, scheduling, & no role for OR teachers*



# Common Questions: How We Use Testing Time

**The best way to prepare for summative assessments is high quality instruction.**

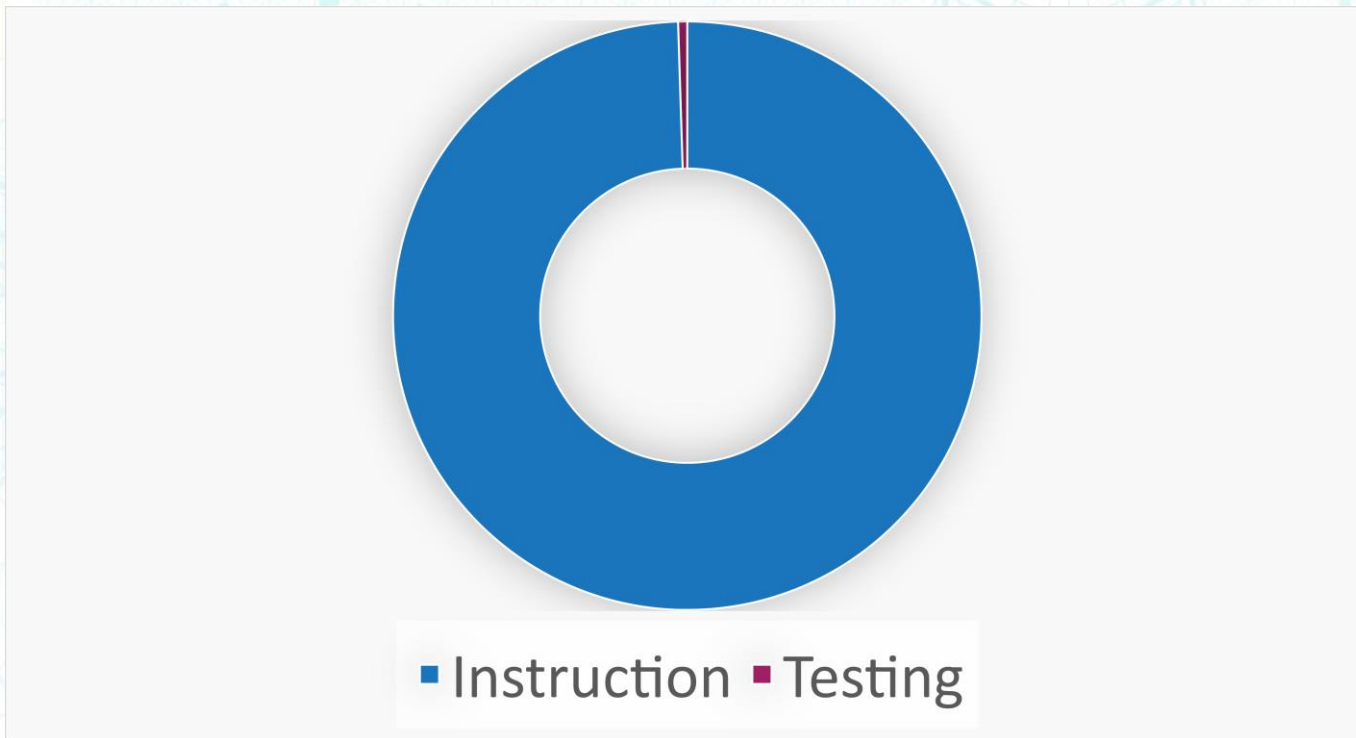
1. ODE reduced testing time in 2017-18 by one hour;
2. Historical OAKS testing took no less time than the current approach;
3. ODE is studying time spent testing to better understand and support districts and schools in implementing efficient test administration practices;
4. ODE is working with colleagues at WestEd on five regional focus groups;
5. Transitioning to performance assessment social sciences in 2019-20;
6. Engaging stakeholders to solicit feedback about Kindergarten Assessment.



# Common Questions: Time Spent Testing

**How much time is spent testing?**

*About ½ a percent of instructional time.*



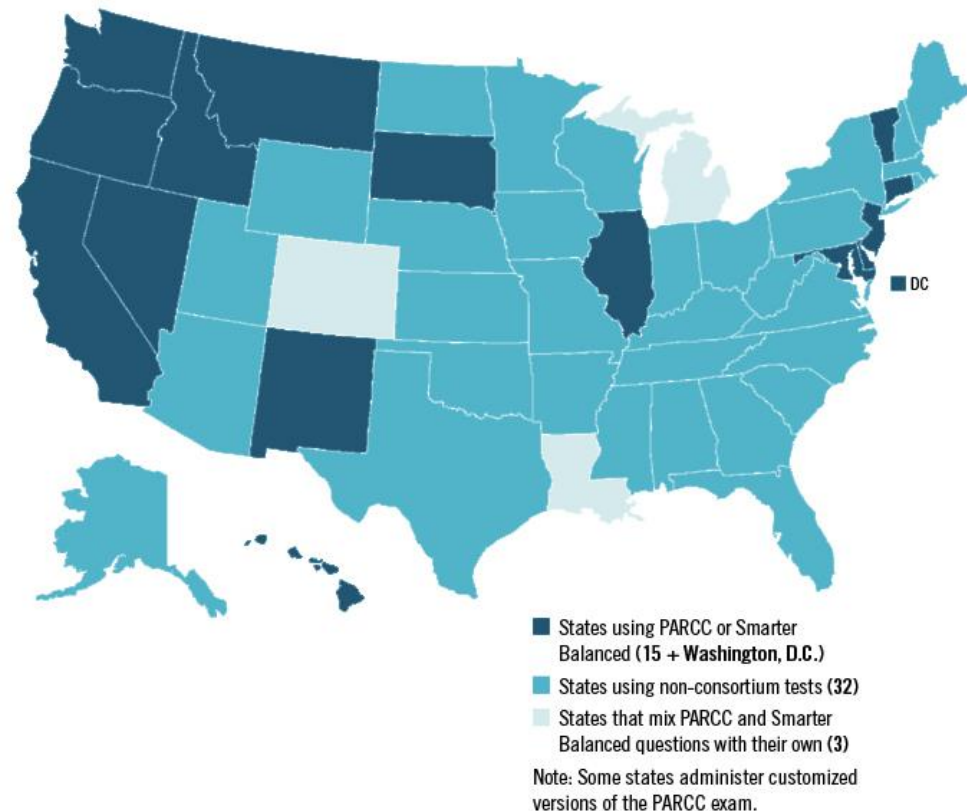
# Common Questions: National Perspective

## What assessments are used by other states?

- **15** states & the District of Columbia administer SBAC or PARCC;
- **32** states use tests they designed or bought;
- **3** states give hybrid tests (part SBAC or PARCC, part independent).

## Which States Use PARCC or Smarter Balanced?

Only **ONE-THIRD** of the states use the PARCC or Smarter Balanced tests.



Data represents numbers from Spring 2019. EdWeek resource: <https://www.edweek.org/ew/section/multimedia/what-tests-does-each-state-require.html?cmp=eml-enl-eu-news1-rm&M=58770041&U=1989877&UID=1b74ea00be6570e84cca736788ce7d8e&override=web>

# Questions



# Requirements

Statewide Assessment / Requirement	Required Grades	Basis of Requirement
Mathematics	3 – 8 and high school	ESSA Sec 1111(b)(2)(A) & CFR 200.2(a)(1) ORS 329.485, OAR 581-022-0610
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
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
Social Sciences ( <i>optional</i> )	5, 8 and at least once in high school	ORS 329.485, OAR 581-022-0610
English Language Proficiency Assessment (ELPA21)	Kindergarten – 12	ESSA Sec 1111(b)(2)(G) OAR 581-022-0610
Kindergarten Assessment	Kindergarten	OAR 581-022-2130 <b>STATE REQUIREMENT</b>
NAEP	4 and 8	ESRA, Title III, sec. 303, ESSA Sec 1111(c)(2)
PSAT	10	ORS 329.488
Local Performance Assessments	3 – 8 and at least once in high school	OAR 581-022-0615

# Sample Test Items

# Old Multiple Choice Test Item, 4<sup>th</sup> Grade

100083



Which is the numeral for seven and five tenths?

- (A) 7.005
- (B) 7.05
- (C) 7.5
- (D) 75

# Current Multiple Choice Test Item, 4<sup>th</sup> Grade

3423






Enter a decimal that is equivalent to  $\frac{6}{100}$ .



1	2	3
4	5	6
7	8	9
0	.	$\frac{\square}{\square}$



# Performance Task Test Item, 4<sup>th</sup> Grade

 Notes
  Zoom Out
  Zoom In

## **ART DAY!**

You are helping your 4th grade class organize an Art Day.

There will be three stations:

- Painting
- Pottery
- Chalk Art

You have two tasks. You will help create the supply list and the schedule for Art Day.

**Task 1: Supply List**

You need to make sure there are enough supplies at each station for everyone to participate. You will use the following information to create a list of art supplies for your class.

- There are 24 students in your class.
- Each student needs —
  - 2 paint brushes for the Painting Station.
  - 3 pounds of clay for the Pottery Station.
  - 5 pieces of chalk for the Chalk Art Station.

2801
☰

According to the supply list, how many pounds of clay are needed for 24 students?

←
→
↶
↷
✖

1	2	3
4	5	6
7	8	9
0	.	$\frac{\square}{\square}$

2802
☰

You need 120 pieces of chalk for Art Day. Your teacher has 6 boxes of chalk. Each box has 18 pieces of chalk. Is this enough chalk for Art Day?

Explain the steps you used to figure this out.

**B**
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