

Oregon's Changing Statewide Assessment System for 2014-15

Purpose

The purpose of the presentation is to provide information regarding Smarter Balanced Summative Assessment.

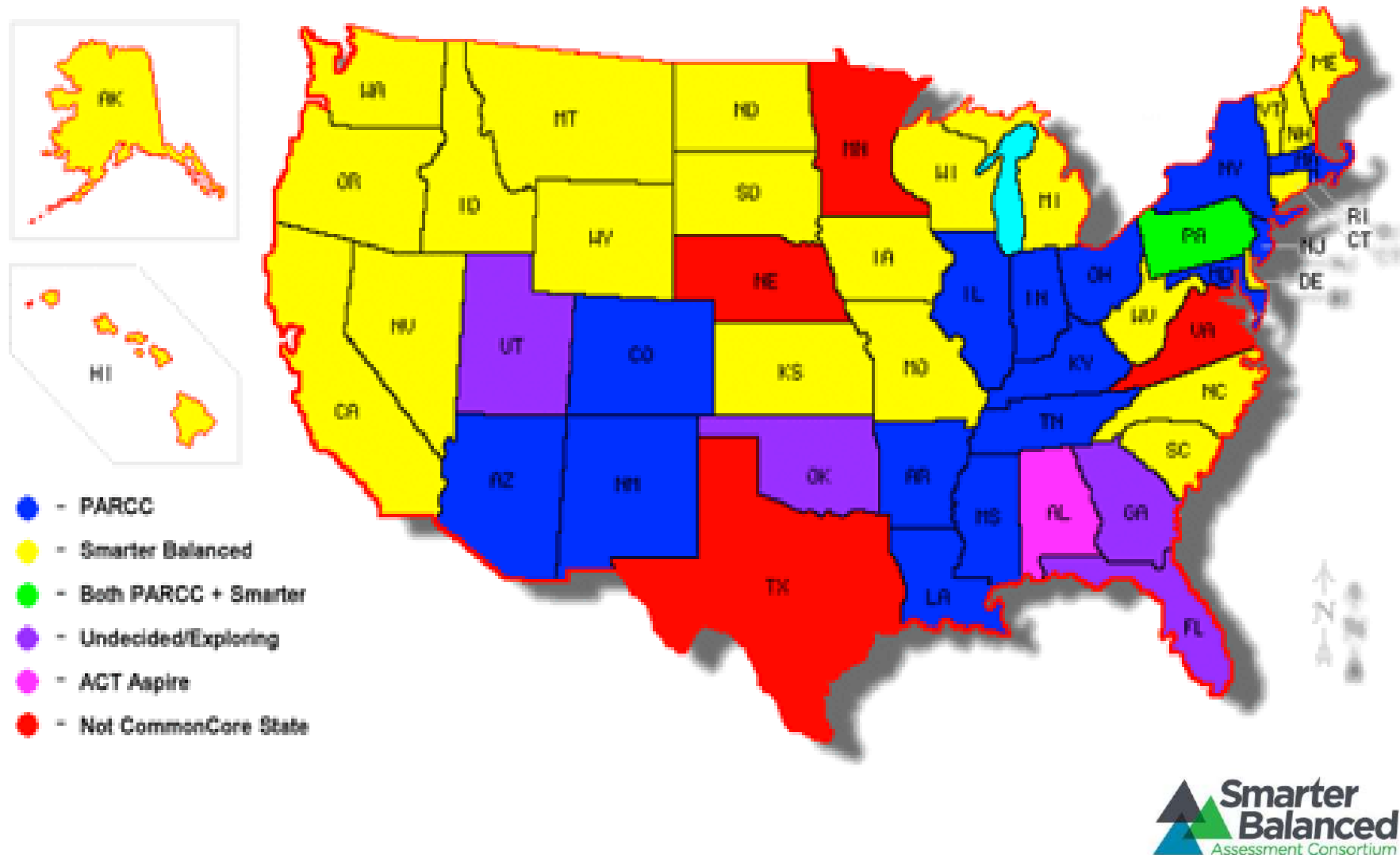
History

- Common Core was sponsored by the [National Governors Association](#) and the [Council of Chief State School Officers](#)
- Seeks to establish consistent education standards across the states as well as ensure that students graduating from high school are prepared to enter credit-bearing courses at two- or four-year college programs or enter the workforce.
- State Board of Education adopts the Common Core State Standards for ELA and Math in October 2010
- Smarter Balanced Assessment System adopted by the State Board of Education in May 2013

Smarter Balanced and PARCC

- With the Common Core comes a shared expectation of what students across nearly all 50 states are required to know and be able to do.
- Two government-funded consortia have begun developing common assessments.
- [PARCC](#) (the Partnership for Assessment of Readiness for College and Careers)
- [SBAC](#) (Smarter Balanced Assessment Consortium)
- Both have developed computer-based tests that have been adopted by states for use with the general student population.

Smarter Balanced Membership



Main Differences

- The PARCC assessment uses a fixed-form delivery model
- The SBAC assessment model will include test items that are computer-adapted, meaning that questions are adjusted based on students' previous responses.
- The SBAC uses the current OAKS Online delivery system.

Moving Forward

2013-14	2014-15 and beyond
OAKS Reading and Writing	SBAC ELA
OAKS Math	SBAC Math
OAKS Science and Social Science	OAKS Science and Social Science
Extended Assessment	Extended Assessment
ELPA	ELPA
Kindergarten Assessment	Kindergarten Assessment

Smarter Balance Summative Assessments

Administered during the last 12 weeks of the school year. The high school (grade 11) test will be administered during the last six weeks of the school year.

- Accurately describe both student achievement and growth of student learning as part of a program evaluation and state accountability systems
- Capitalize on the strengths of computer adaptive testing
- Significant portion of the assessment requires hand scoring, estimated 6-week turnaround for student achievement results

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.

Technology Enhanced Questions

The use of digital media such as video and sound






Example:

- Listen to President Kennedy's 1961 inaugural address and then write an essay analyzing metaphors used regarding foreign policy.
- View video and write a summary explaining steps in a process.

Using Depth-of-Knowledge Levels to Compare Test Items

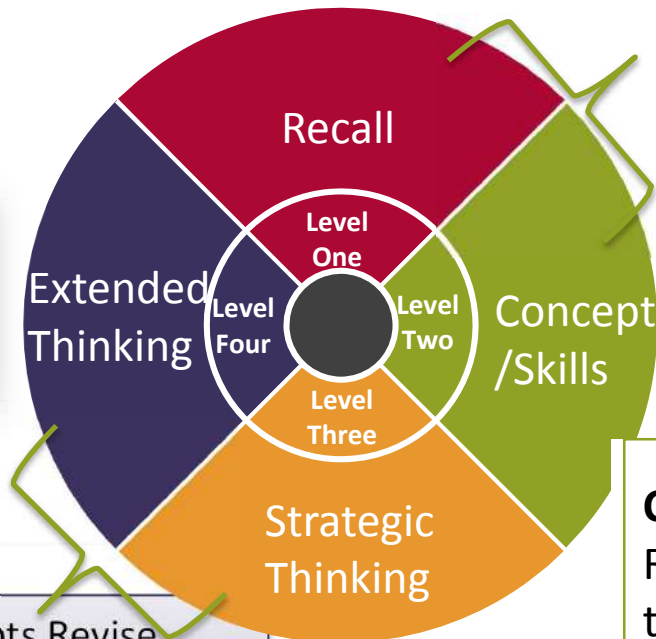
Smarter Balanced Test Item:

Five swimmers compete in the 50-meter race. The finish time for each swimmer is shown in the video.

	23.42
	23.18
	23.21
	23.35
	23.24
Men's 50 Meter Freestyle	

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.



Use a concept
Repeat
Calculate
Compare

Current state test item:

Round the number 873 to the nearest hundred.

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

Sample 5th Grade OAKS Math Item (Practice Test)

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?

- A. 6.5
- B. $6 \frac{1}{4}$
- C. 7
- D. 8

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

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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.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Close

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.

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Sample 5th Grade OAKS Reading Item (Practice Test)

THE STORY SAYS THAT ONLY THE MOTHER COW'S BAWLING HAD CAUSED ELLIOTT TO LOOK DOWN. THE WORD *BAWLING* MEANS

- A. Sleeping
- B. Chasing
- C. Crying
- D. Rushing

Sample 5th Grade Smarter Balanced ELA (Reading) Item (Practice Test)

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.

Summative Assessment – Testing Times

Test Type	Grades	CAT	Perf Task Only	Total	In-Class Activity	Total
English Language Arts/Literacy	3-5	1:30	2:00	3:30	:30	4:00
	6-8	1:30	2:00	3:30	:30	4:00
	11	2:00	2:00	4:00	:30	4:30
Mathematics	3-5	1:30	1:00	2:30	:30	3:00
	6-8	2:00	1:00	3:00	:30	3:30
	11	2:00	1:30	3:30	:30	4:00
COMBINED	3-5	3:00	3:00	6:00	1:00	7:00
	6-8	3:30	3:00	6:30	1:00	7:30
	11	4:00	3:30	7:30	1:00	8:30

Times are estimates of test length for most students. Smarter Balanced assessments are designed as untimed tests; some students may need and should be afforded more time than shown in this table.

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

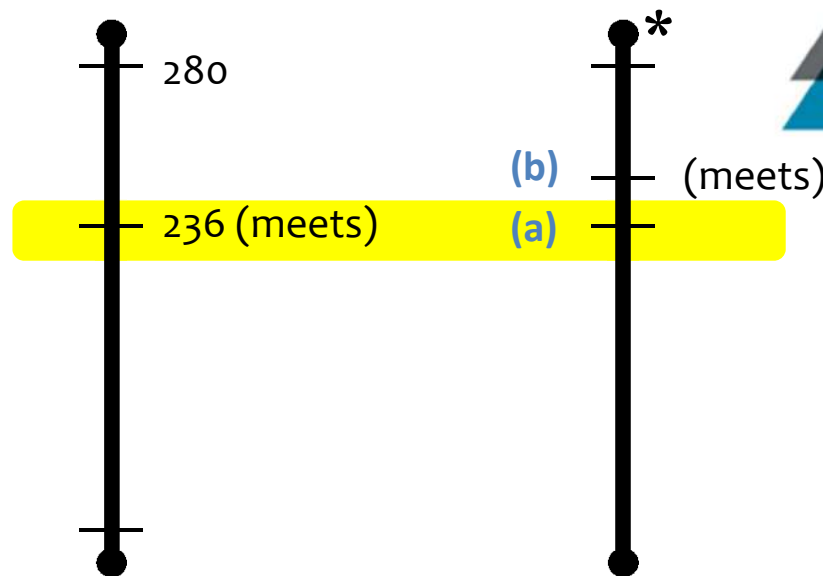
Other
standardized
assessment

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

OAKS



Graduation Policy – Impact Data

OAKS Math Scores at NAEP Performance Standards

Grade	Performance Standard	OAKS Score	Percent of Students Meeting (2012-2013)
4	Oregon Meets	219	65
	NAEP Proficient	221	55
8	Oregon Meets	234	64
	NAEP Proficient	238	45
11*	Oregon Meets	236	70
	NAEP Proficient	245	18
	NAEP Prepared for College**	241	33

**NAEP administered at grade 12*

***NAGB adopted standard in August 2013*

Graduation Policy – Impact Data

OAKS Reading Scores at NAEP/SAT Performance Standards

Grade	Performance Standard	OAKS Score	Percent of Students Meeting (2012-2013)
4	Oregon Meets	216	75
	NAEP Proficient	225	39
8	Oregon Meets	232	68
	NAEP Proficient	237	41
11*	Oregon Meets	236	86
	NAEP Prepared for College**	243	38

**NAEP administered at grade 12*

***Linked to the SAT (Critical Reading) assessment, with a cut score of 500*

Questions...