Appendix 1.1

Essentialized Assessment Frameworks (EAFs)

2015-16 User Guide

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Background

Essentialized Assessment Frameworks (EAFs) were developed by Behavioral Research & Teaching (BRT) at the University of Oregon in consultation with the Oregon Department of Education (ODE). The development process included review and feedback from Oregon teachers, both general and special education, in three steps. First, the frameworks were linked to grade level content in the Common Core State Standards (English language arts & Math) and dually-linked to the Next Generation Science Standards (NGSS)/OR Science Standards. Second, they were designed to reflect grade level content that was reduced in terms of depth, breadth, and complexity (RDBC) in order to increase accessibility, as well as overall academic expectations, for students with significant cognitive disabilities (SWSCDs) in Oregon. Third, the EAFs formed the basis for developing new Oregon Extended Assessment items (ORExt) using a scaling technique that allows for modeling growth over grades.

Intended Uses

Educators in the field should use the EAFs as examples of the essentialization process. However, essentialization is an individualized process that should be conducted for each student based upon the student's present levels of functioning. Our intent is not to have teachers use the EAFs in a copy/paste fashion. Rather, the EAFs provide the field with additional information on the process for essentializing standards and multiple examples. The EAFs also are clearly related to the content of the ORExt and therefore provide a link between instruction and assessment. Ideally, educators can also use the essentialization process to develop Present Levels of Academic and Functional Performance (PLAAFPs), as well as Individualized Education Program (IEP) goals and objectives for SWSCDs. In fact, the essentialization process can generalize to all students to target instruction based on individual student needs.

Essentialization Process

The end result of the essentialization is a three-part statement that is based on targeted content, intellectual operations, and key delimiters to the content. Nouns are used to identify key content, verbs reflect the intellectual operation, and critical delimiters are conditional phrases or the object of the sentence. We have used the following conventions during the essentialization process: (a) content (nouns) is boxed, (b) intellectual operations (verbs) are underlined (with complex verbs bold), and (c) delimiters (of content or intellectual operations) are *italicized*. Additional reductions in depth, breadth, and complexity are made by limiting the scope of the content and/or changing the process (abstract) verb to be more accessible by using a product (concrete) verb.

Example of Essentialization with a Fraction Problem

4.NF.2.3.a (Grade 4, Number and Operations – Fractions, Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers, Standard 3a)

> **"Understand** addition *and* subtraction *of fractions as joining and separating parts referring to the same whole*."
>
> Essentialized Standard: "Add *two same-unit* fractions."

N.B. The original grade level standard has been reduced in terms of depth, breadth, and overall complexity. The essentialized standard remains reflective of grade level content, however. It is still focused on performing an operation with fractions, though the performance is limited to adding same unit fractions. This approach is critical, as the goal of essentialization is to maintain a strong link to grade level content while increasing accessibility for each student.

Caveat to EAF Structure: Each EAF document (ELA, Math, & Science) conveys the Essentialized Standards used to develop the new ORExt. However, not all CCSS and NGSS/ORSci standards were essentialized. Rather, standards were identified that were either (a) the most important to learn or (b) given the most opportunity to learn. Standards that were not essentialized have been highlighted in red. In the end, all EAFs have been vetted and approved by Oregon teachers in terms of their selection as well as their adaptation (content and structure). In some cases, this process resulted in very close relations among the grade level standards reflecting essentially the same core content across multiple standards (highlighted in green and a Essentialized Standard code to which they link).

Essentialized Standard Exemplars:. The spreadsheets demonstrate the determined linkages with grade level content of Essentialized Standards mapped out into three levels of difficulty: Low (L), Medium (M), and High (H).

The EAF documents are available at the following link, copyrighted © by Behavioral Research & Teaching (BRT) and Oregon Department of Education (ODE):

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http://www.brtprojects.org/publications/training-modules

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For questions or comments regarding the EAFs, please contact Dan Farley (dfarley@uoregon.edu)– BRT.