

# Oregon Extended Analyses: 2019

*Brock Rowley*  
*Sevrina Tindal*  
*Phillip Irvin*  
*Daniel Anderson*  
*Gerald Tindal*  
*6/29/2019*

## Contents

Critical Element 1: Statewide System of Standards and Assessments . . . . .	
1.1 State Adoption of Academic Content Standards for All Students . . . . .	
1.2 Coherent and rigorous Academic Content Standards . . . . .	
1.3 Required Assessments . . . . .	
1.4 Policies for Including All Students in Assessments . . . . .	
1.4A English Learners . . . . .	
1.4B Native Language Assessments . . . . .	
1.5 Participation Data . . . . .	

## Critical Element 1: Statewide System of Standards and Assessments

### 1.1 State Adoption of Academic Content Standards for All Students

The Oregon State Board of Education (SBE) adopted new, challenging academic content standards, the [Common Core State Standards \(CCSS\)](#), in English language arts and mathematics in Grades K-12 on October 28, 2010. These CCSS are utilized for all students in Oregon's public schools. Oregon was actively involved in the development of the CCSS, as the Oregon Department of Education (ODE), the Educational Enterprise Steering Committee (EESC), Oregon's Education Service Districts, and school district representatives provided feedback on the draft CCSS standards.

Similarly, the SBE adopted the [Next Generation Science Standards \(NGSS\)](#) on March 6, 2014. The NGSS establish learning targets for all students in Oregon's public schools in Grades K-12. The ODE and the Oregon Science Content and Assessment Panel provided direct feedback related to the NGSS. The NGSS are being phased in over time instructionally, so students are being assessed relative to the Oregon Science (ORSci) standards that were adopted in 2009.

The newly adopted academic content standards were then reduced in depth, breadth, and complexity through a process called essentialization. The new [Essentialized Assessment Frameworks \(EAFs\)](#) were then used for item writing for the ORExt. The tables below provide examples of essentialized standards in grades 5, 8, & 11 in the subject areas of English language arts (ELA), mathematics, and science. In the right column are designations for estimated difficulty of an item: L (low), M (medium), and H (high). More information on the essentialization process can be found in section 1.2.

See *Appendix 1.1* for a User Guide that explains the development process and intended uses for the EAFs.

**GRADE 5**

Area	Cluster	Standard	Sub-Standard	Essential-ized Standard	L/M/H Descriptors
<b>Reading Standards for Literature K–5</b>	Key Ideas and Details	Compare and contrast 2 or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	None	Identify a character, setting, or event in a story read to student.	L - Sentence of 7 words or less that contains 1 character, setting, or event read to student. M - 2 short sentences that contain 1 character, setting, or event read to student. H - 2 medium sentences that contain 1 character, setting, or event read to student.
<b>Math</b>	Number & Operations in Base Ten	Understand the place value system.	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	Use place value to compare numbers that are multiples of 10 and ones' versus tens' place and .5.	L - identify multiples of 10: 10, 20, 30, 40, 50, 60. M - identify the relation between the place values for the double-digit numbers 11, 22, 33, 44, 55. H - identify which number is in the ten's place and one's place.
<b>Science*</b>	Matter and Its Interactions	NGSS Standard: Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.	OR Science Standards: 5.3S.1 Based on observations and science principles, identify questions that can be tested, design an experiment or investigation, and identify appropriate tools. Collect and record multiple observations while conducting investigations or experiments to test a scientific question or hypothesis. 5.3S.2 Identify patterns in data that support a reasonable explanation for the results of an investigation or experiment and communicate findings using graphs, charts, maps, models, and oral and written reports.	Measure and/or compare the weight of different types of matter.	L - Measure the weight/mass of common objects in various phases of matter using pictures of such objects (i.e., an object on a scale that weighs 3 pounds); M - Compare the weight/mass of common objects in various stages of matter using pictures of such objects (e.g., a balloon weighs less than a rock or glass of water) - Choose the correct tool to measure the weight/mass of objects; H - Compare the weight/mass of common objects in various phases of matter using graphs and data.

*Note.* The science essentialized standards are dually-linked to both NGSS and Oregon Science standards, respectively. Both general education standards are thus listed for science in these EAF tables.

**GRADE 8**

Area	Cluster	Standard	Sub-Standard	Essentialized Standard	L/M/H Descriptors
<b>Reading</b> Standards for Literature 6–12	2. Craft and Structure	6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	None	Identify the narrator or a character in a story read to student.	L - 3 sentences that contain 2 characters or narrators read to student. M - Paragraph of 4 sentences that contains 2 characters or narrators read to student. H - Paragraph of 5 sentences that contains 2 characters or narrators read to student.
<b>Math</b>	Statistics & Probability	1. Investigate patterns of association in bivariate data.	3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.	Compare rates using slower/less, faster/more, same (mph, beats per second, \$ per hour, \$ per lb).	L - identify faster rate using (0-20). M - identify slower, faster, or same rate using (21-50). H - identify slower, faster, or same rate using (51-100).
<b>Science</b>	Energy	<b>NGSS Standard:</b> Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.	<b>OR Science Standards</b> 8.2P.2 Explain how energy is transferred, transformed, and conserved.	Recognize temperature as a measure of how hot or cold matter is, and that heat is transferable.	L - Recognize the difference between hot and cold (e.g., objects, outside); M - Recognize that hot and cold are related to measures of temperature, including changes in temperature; H - Identify examples of heat transfer, and how such transfer might be minimized/maximized (e.g., wearing a coat to stay warm).

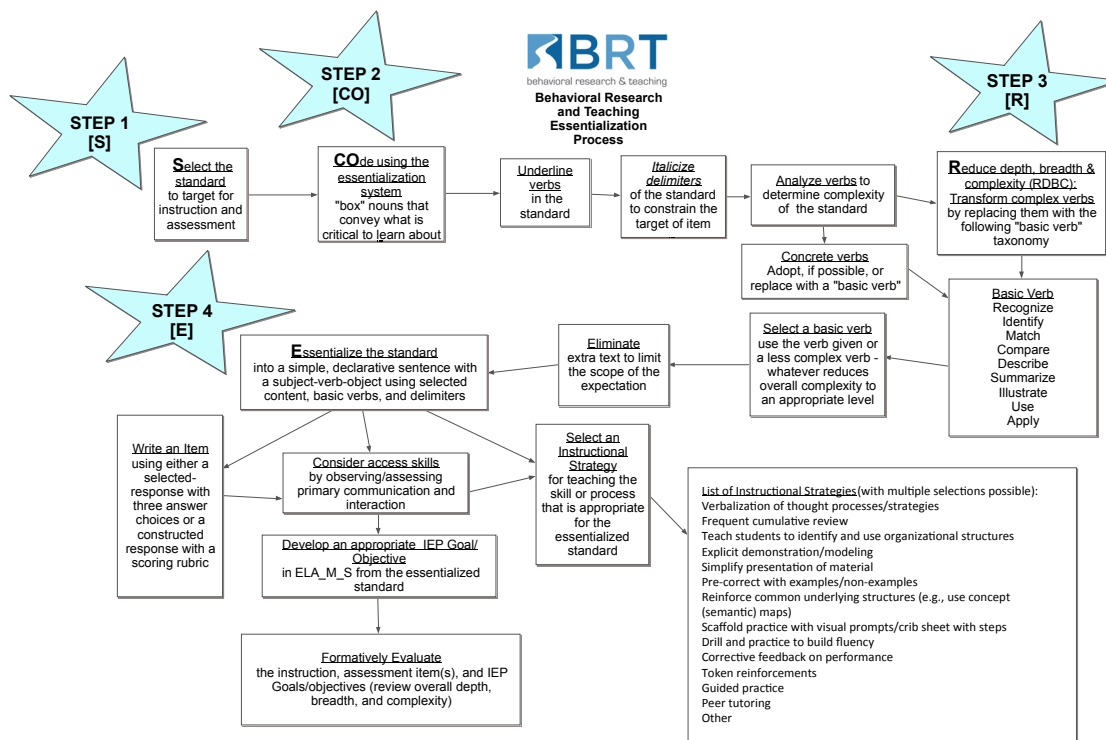
**GRADE 11**

Area	Cluster	Standard	Sub-Standard	Essentialized Standard	L/M/H Descriptors
Reading Standards for Literature 6–12	2. Craft and Structure	4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	None	Identify the meaning of figurative, connotative, or words with 2 or more meanings.	L - Paragraph of 4 sentences read to student. M - Paragraph of 5 sentences read to student. H - 2 paragraphs read to student.
Math	Expressing Geometric Properties with Equations	2. Use coordinates to prove simple geometric theorems algebraically	7. Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.	Identify the perimeter of triangles, squares, rectangles, and pentagons.	L - identify perimeter of triangles with side lengths (1-5). M - identify the perimeter of squares and rectangles with side lengths (1-10). H - identify the perimeter of pentagons with side lengths (1-20).
Science	Earth's Systems	Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.	H.1E.2 Describe the structure and composition of Earth's atmosphere, geosphere, and hydrosphere. H.2E.1 Identify and predict the effect of energy sources, physical forces, and transfer processes that occur in the Earth system. Describe how matter and energy are cycled between system components over time. H.2E.2 Explain how Earth's atmosphere, geosphere, and hydrosphere change over time and at varying rates. Explain techniques used to elucidate the history of events on Earth.	Identify different (geoscience) processes that shape the Earth including associated Earth features. (S08ESS2.2)	L - Identify conditions that lead to specific types of surface weathering (i.e., with water, ice, or wind as vehicle - Which shows water erosion? - a river, pond or volcano); M - Identify geoscience processes that shape local geographic features (e.g., earthquakes, volcanoes, meteorites/craters - Which is an example of volcanism? – pictures of a volcano, river, rain); H - Extend M-level questions by linking features to the geoscience process (e.g., Which type of erosion process likely led to the canyon? - river, rain, wind; Which feature is associated with recent volcanism? - island, valley, river).

## 1.2 Coherent and rigorous Academic Content Standards

The CCSS, ORSci, and NGSS define what students in Oregon should know and be able to do by the time they graduate from high school. These CCSS, which were developed by national stakeholders and education experts, have been determined to be coherent and rigorous by researchers at the Fordham Institute (see *Appendix 1.2*). They were also developed with wide stakeholder involvement, particularly here in Oregon. The new ORExt is linked directly to the content in the CCSS in English language arts (reading, writing, & language) and mathematics. The ORExt is dually linked to the ORSci as well as the NGSS. The NGSS are widely accepted by most relevant science instruction organizations as reflective of rigorous and coherent science concepts.

The new Essentialized Assessment Frameworks (EAFs) are publicly available. A User Guide is provided to instruct educators regarding the intended uses of the Essentialized Standards (EsSt), including the development of Present Levels of Academic Achievement and Functional Performance (PLAAFP) and Individualized Education Program (IEP) goals and objectives. The basic essentialization process employed to generate essentialized standards and write aligned items for the ORExt is outlined below. The process can also be used to support the development of curricular and instructional materials, founded in research-based pedagogy.



### 1.3 Required Assessments

The ORExt assessments were administered in the 2018-19 school year in ELA and math in Grades 3-8 and Grade 11; science is assessed in Grades 5, 8, & 11. This assessment plan meets the requirements for grade level assessment in Grades 3-8 and once in high school (Grades 10-12) for ELA and mathematics, while science is assessed once in the 3-5 grade band, once in the 6-9 grade band, and once in the 10-12 grade band:

Content Area	Grade 3	Grade 4	Grade 5	Grade 7	Grade 8	Grade 11
English Language Arts	X	X	X	X	X	X
Mathematics	X	X	X	X	X	X
Science			X		X	X

### 1.4 Policies for Including All Students in Assessments

Originally, Oregon statute required that all students participate in statewide assessments, with exceptions allowed for district-approved parent request for assessment waivers (parent opt-out requests) related to student disability or religious beliefs (see Oregon Administrative Rule, OAR § 581-022-0612).

Exception of Students with Disabilities from State Assessment Testing: (1) For the purposes of this rule a “student with a disability” is a student identified under the Individuals with Disabilities Education Act, consistent with OAR chapter 581, division 015, or a student with a disability under Section 504 of the Rehabilitation Act of 1973; (2) A public agency shall not exempt a student with a disability from participation in the Oregon State Assessment System or any district wide assessments to accommodate the student’s disability unless the parent has requested such an exemption.

However, House Bill 2655 established a Student Bill of Rights on January 1, 2016, which permitted parents or adult students to annually opt-out of Oregon’s statewide summative assessments, pursuant to OAR § 581-022-1910.

The Governor published a memorandum for Superintendents, Principals, and District Test Coordinators related to the change (see *Appendix 1.4.1*).

The expectation that all students in the assessed grades participate, including students with disabilities, is elaborated clearly and pervasively across all guidance documents. For example in the Oregon Test Administration Manual (TAM), where it states that, “All students enrolled in grades 3-8 and in high school must take the required Oregon Statewide Assessments offered at their enrolled grade, including students re-enrolled in the same grade as in the prior year, unless the student receives a parent-requested exemption...” (see *Appendix 1.4.2*, p. 93).

#### 1.4A English Learners

English learners are included as appropriate in Oregon’s statewide assessment system. (see *Appendix 1.4A.1*, pp. 31-33). The Smarter Balanced assessment directions are translated into multiple languages and available via the Oaks portal. OAR 581-022-0620 (2) requires ODE to provide translated OAKS assessments for populations at or above 9% in grades K-12 within three years after the school year in which the language exceeds the threshold (see *Appendix 1.4A.2*). In addition, the accommodations available to students who participate in the ORExt include translation into the native language, where appropriate (see *Appendix 2.3A1*, pp. 36-43).

#### 1.4B Native Language Assessments

The ORExt is not administered in a native language format, though it can be translated into a student’s home language.

## 1.5 Participation Data

Oregon's participation data indicate that most students in the tested grade levels are included in our assessment system. The students with disabilities subgroup did not meet minimum participation requirements in 2017-18, the most current data available at the time of this report, in English language arts or mathematics, with rates at 87.5% and 86.4%, respectively. See the table below for a summary of participation. Documentation of this requirement is provided within the Annual Performance Report, Indicator B3, which is submitted to the United States Department of Education's (USED's) Office of Special Education Programs (OSEP). Participation and performance summaries are provided below. Additional information regarding state performance is published in the 2017-18 [Statewide Report Card](#) (see *Appendix 1.5*, pages 1-16 for student and teacher demographics and pages 38-41 for assessment information).

### Participation Details

Participation Target: 95%

<b>English Language Arts</b>	<b>2016-17 Counts</b>		<b>Participation Rate</b>
	<b>Number of Participants</b>	<b>Number of Non-participants</b>	
<b>Student Group</b>			
All Students	294,332	16,960	94.6
Economically Disadvantaged	169,049	8,185	95.4
English Learners <sup>1</sup>	39,972	821	98.0
Students with Disabilities	42,373	4,590	90.2
Underserved Races/Ethnicities	82,423	3,073	96.4
American Indian/Alaska Native	4,004	259	93.9
Native Hawaiian/Pacific Islander	2,221	74	96.8
Black/African American	6,661	530	92.6
Hispanic/Latino	69,537	2,210	96.9
Asian	12,042	551	95.6
White	182,027	12,268	93.7
Multi-Racial <sup>2</sup>	17,840	1,068	94.4

<b>Mathematics</b>	<b>2016-17 Counts</b>		<b>Participation Rate</b>
	<b>Number of Participants</b>	<b>Number of Non-participants</b>	
<b>Student Group</b>			
All Students	291,602	19,630	93.7
Economically Disadvantaged	167,690	9,490	94.6
English Learners <sup>1</sup>	39,835	962	97.6
Students with Disabilities	41,997	4,957	89.4
Underserved Races/Ethnicities	81,785	3,703	95.7
American Indian/Alaska Native	3,978	285	93.3
Native Hawaiian/Pacific Islander	2,208	87	96.2
Black/African American	6,534	655	90.9
Hispanic/Latino	69,065	2,676	96.3
Asian	11,922	671	94.7
White	180,240	14,011	92.8
Multi-Racial <sup>2</sup>	17,655	1,245	93.4