

# Oregon Extended Analyses: 2019

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## Appendix Descriptions

### Appendix 1.1

*Appendix 1.1* explains the development process and intended uses for the Essentialized Assessment Frameworks (EAFs). The EAFs are the essentialized standards (EsSt), which are linked to grade level content standards. The ORExt is aligned to the EAFs, as well. While the EAFs primarily guide item development, they are also intended to be used in the development of appropriate Present Levels of Functional and Academic Performance (PLAAFP) statements and Individualized Education Program (IEP) goals and objectives.

## **Appendix 1.2**

*Appendix 1.2* conveys the evaluation conducted by researchers at the Fordham Institute, which compared then-current state standards to the CCSS in terms of rigor. The findings generally show that the CCSS are as rigorous or more rigorous than state standards.

### **Appendix 1.4.1**

*Appendix 1.4.1* is the Executive Memo from the Governor of Oregon regarding parent opt-out expectations.

### **Appendix 1.4.2**

*Appendix 1.4.2* is the test administration manual (TAM) for all assessments in the Oregon statewide assessment system, including the SBA, OAKS, the ORExt, the Kindergarten Assessment, and the ELPA. The TAM elaborates all relevant test security and administration procedures.

#### **Appendix 1.4A.1**

*Appendix 1.4A.1* is ODE's English Learner Program Guide, outlining English learner (EL) system requirements in the areas of student identification, services, reporting, and assessment for ELs in Oregon's public schools, including ELs who are SWD.

#### **Appendix 1.4A.2**

*Appendix 1.4A.2* is Oregon's regulations that require 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.

## **Appendix 1.5**

*Appendix 1.5* is Oregon's annual report to the state legislature for the 2015-16 school year. The report includes student demographics and information on student groups, school funding and staff information, test results, graduation and drop out rates, charter school data and information on alternative education programs, early childhood data, and attendance and chronic absenteeism data.

## **Appendix 2.1**

*Appendix 2.1* is the test specifications document that describes our approach to assessment and test design for the ORExt. The document includes our approach to RDBC, an overview of the essentialization process and EAF documents, the anticipated operational test design for the ORExt, test development considerations, sample test items, item specifications, and universal tools/designated supports/accommodations.

### **Appendix 2.1A**

*Appendix 2.1A* provides the field with comprehensive information related to scaled score interpretation for the ORExt. The guidance is published in three main areas: 1) Annual performance, 2) Annual growth, and 3) Performance for very low functioning students. Guidance regarding use and interpretation of reading and writing subscores is also provided.

### **Appendix 2.1B**

*Appendix 2.1B* is the test blueprint for the ORExt, conveying the balance of representation of domains across the content areas and grade levels assessed. Operational items are selected to reflect the representation percentages included in the test blueprint.

## **Appendix 2.1C**

*Appendix 2.1C* describes the eight-step item development process used to develop items for the ORExt, from standard selection to test booklet formation. The item development process is specific and explicit in order to increase transparency.

## **Appendix 2.2.1**

*Appendix 2.2.1* is the set of PPT slides that were used to train item writers for the ORExt. Item writers were also provided an orientation to the test specifications as part of training.

## **Appendix 2.2.2**

*Appendix 2.2.2* is a document that summarizes the balanced design vertical scaling plan employed for the ORExt in the 2014-15 administration. The document includes the domain sampling plan for all assessments, as well as the decision rules employed to remove items from the operational item pool prior to vertical scaling and standard setting procedures.

## **Appendix 2.2.3**

*Appendix 2.2.3* provides stakeholders with visual representation of the structure of the ORExt. Sample items are conveyed in English language arts, mathematics, and science, with the scoring protocol and student materials presented together. Stakeholders can see the structure of each item, as well as how the items are scored. They can also gather an idea about the types of formats that are used for answer choices that are included within the student materials documents.

## **Appendix 2.3**

*Appendix 2.3* is ODE's General Administration and Scoring Manual for 2017-18. The manual establishes ODE's expectations regarding the test window, utilizing the ORExt training and proficiency website, using the sign language interpreter training and proficiency website, and informing parents. It also provides the following information for stakeholders, including educators and parents: Overview of the Extended Assessments, Assessing a Student, Scoring, Decision Making, and Information for Teachers. The manual provides three appendices that provide guidance regarding the provision of supports, parent questions and answers, and a glossary.

## **Appendix 2.3A.1**

*Appendix 2.3A.1* is the 2017-18 accessibility options manual for all assessments in the Oregon statewide assessment system, including the SBA, OAKS, the ORExt, and the ELPA. Options include Universal Tools, Designated Supports, and Accommodations. The manual provides guidance regarding use of these options in instruction and assessment, as well as implementation strategies and use evaluation. Each accommodation is coded for use in data analysis related to assessment scores for the SBA and OAKS.

## **Appendix 2.3A.2**

*Appendix 2.3A.2* is ODE's How to Select, Administer, and Evaluate Accommodations on Oregon's Statewide Assessment manual for 2013-14. The manual trains users regarding how to implement and evaluate appropriate accommodations, from the student level to the systems level.

### **Appendix 2.3A.3**

*Appendix 2.3A.3* is a document that summarizes the procedures used during item development to reduce item depth, breadth, and complexity, in addition to the test specifications information found in *Appendix 2.1*. The document also provides more detail regarding how language complexity is addressed and reviewed in an effort to decrease the language load of items and make the test more accessible to all students. The document also discusses ways in which bias is addressed during test development.

### **Appendices 2.3B.1-2.3B.2**

Appendices 2.3B.1 and 2.3B.2 are the PowerPoint (PPT) trainings that were used by ODE and BRT trainers to train new qualified assessors (QAs) and qualified trainers (QTs) in four regionally hosted trainings in November 2017. QTs also used the package to train New Qualified Assessors for the 2017-18 school year. The training provides participants with the information needed to pass proficiency tests as part of the requirements to become a QA for the Oregon Extended Assessments and was delivered by QTs throughout the state. The training package addresses the following topics: “What’s new in 2017-18?”, “2018 Test Window”, “Eligibility - which students take AA-AAAS?”, “Test administration”, “Student Confidentiality & Test Security”, “Test Administration (Physical & Logistic)”, “Scoring & Data Entry”, “Reports & Sharing Results with Parents”, “Navigating the Training and Proficiency website”, and “Resources.”

### **Appendix 2.3B.4**

*Appendix 2.3B.4* is the test calendar for the entire Oregon statewide assessment program, including the SBA, OAKS, the ORExt, the ELPA, the Kindergarten Assessment, and the NAEP.

### **Appendix 2.3B.5**

*Appendix 2.3B.5* is a sample agenda that ODE makes available to QTs around the state to train their respective new QAs as they implement the train-the-trainers model used by the Oregon Extended assessment.

### **Appendix 2.3B.6**

*Appendix 2.3B.6* is the list of instructions provided to new QAs and QTs regarding how to access the online training and proficiency website.

### **Appendix 2.3B.7**

*Appendix 2.3B.7* is the list of responsibilities associated with being a QT for the ORExt assessment.

### **Appendix 2.3B.8**

*Appendix 2.3B.8* is the document that contains the most commonly fielded questions and answers from stakeholders, including parents and teachers.

### **Appendix 2.3B.9**

*Appendix 2.3B.9* is the Helpdesk log report that summarizes all of the technical assistance questions garnered from the field this year. Efforts are made to find any patterns that our team may use to improve training for the following year.

### **Appendix 2.3B.10**

*Appendix 2.3B.10* is the consequential validity report for the spring 2017 consequential validity study conducted by BRT. The report provides documentation of the perceptions in the field related to both intended and unintended academic and social consequences of the ORExt.

## **Appendices 2.6**

*Appendix 2.6* is the data entry guide. The guide explains the paper/pencil data entry process located on ODE's secure server.

### **Appendices 2.6A**

*Appendix 2.6A* is the ORExt Test Application User Guide. With 2017-18 the first year the tablet/web-based platform was available for all grade level and subject area tests, this guide walked through the system requirements, download/login instructions, testing process, and troubleshooting.

### **Appendix 2.6C**

*Appendix 2.6C* is the manual defining the state of Oregon's policies and procedures regarding how students are included in AMO reporting, including how achievement, growth, and graduation rates are reported for student groups and subgroups.

### **Appendix 3.1A**

*Appendix 3.1A* is a document that summarizes the independent alignment study process and participants used to review the linkage between the Essentialized Standards and grade level content standards (CCSS in ELA and Math; ORSci and NGSS in Science), as well as the alignment between test items for the ORExt with those Essentialized Standards. In addition, reviewers rated the items for potential bias and access concerns. All data was gathered using the Distributed Item Review (DIR) website, supported by a webinar training and ongoing technical assistance. The results of the 2014-15 Linkage Study, which was not independent but run by BRT researchers, are also included.

### **Appendix 3.1B**

*Appendix 3.1B* is a document that describes the Distributed Item Review (DIR) website used by Oregon teachers to evaluate the alignment between test items for the ORExt with Essentialized Standards. In addition, reviewers rated the items for potential bias and access concerns. All data was gathered using the DIR website, supported by a webinar training and ongoing technical assistance.

## **Appendices 4.1**

*Appendix 4.1* is the Inter-rater Reliability Study Observation form completed by study participants.

### **Appendix 4.1B**

*Appendix 4.1B* conveys the historical development of the ORExt from 1999 to the present, including the grade levels/bands assessed, content areas assessed, and the targeted content standards.

## **Appendix 4.2**

*Appendix 4.2* includes the most current published state level data regarding Oregon's ethnic diversity.

### **Appendix 5.1B**

*Appendix 5.1B* is the revised and rigorous guidance that ODE has provided to IEP teams to assist them in making appropriate assessment eligibility determinations for students with disabilities.

## **Appendix 5.1D**

*Appendix 5.1D* includes a summary report of the statewide results and the administration and scoring instructions for the new Oregon Observational Rating Assessment (ORora). The ORora is administered to all students whose ORExt testing was discontinued. It provides information regarding student progress in terms of functional skills in adaptive and communication domains for the small subgroup of students who are unable to meet the academic expectations in the ORExt.

## **Appendix 6.1A.1**

*Appendix 6.1A.1* is the agenda and minutes that document the hearing and adoption of the AAAS for the ORExt on June 25, 2015.

## **Appendix 6.1A.2**

*Appendix 6.1A.2* includes all of the achievement level descriptors (ALDs) and cutscores that define performance for the ORExt in qualitative and quantitative fashions, respectively. These Alternate Academic Achievement Standards (AAAS) describe what students should know and be able to do based upon their performance on the ORExt.

## **Appendix 6.2.1**

*Appendix 6.2.1* is the PPT slides used to train standard setters during the June 2015 standard setting meetings for ELA, math, and science.

## **Appendix 6.2.2**

*Appendix 6.2.2* is a standard setting report generated by an independent auditor. The report provides a comprehensive evaluation of the bookmark standard setting procedure employed for the ORExt on June 15-17, 2015.

## **Appendix 6.4C**

*Appendix 6.4C* is a document that displays the individual student report (ISR) that ODE publishes for students who participate in the ORExt. The mock-up includes cut scores and achievement level descriptors (ALDs), as well as links to the ODE website for additional information.