Oregon Extended Assessment 2014-15

Decisionmaking Related to Scaled Scores

The purpose of the ORExt is to provide the state technically adequate student performance data to ascertain proficiency on grade level state content standards for students with significant cognitive disabilities. Students participate in the ORExt and earn a scaled score each year and teachers can interpret the results in ways to address (a) Annual Performance, (b) Growth Across Years, and (c) Rated Observations for Very Low Performing Students. Each of these areas is addressed below.

Annual Performance

All students receive a scaled score that places them into one of four performance levels (Level 1, Level 2, Level 3, or Level 4). Performance at Level 3 or 4 is considered proficient, while performance at Level 1 or 2 is not considered proficient. Each of the four performance levels defined for the ORExt includes not only the scaled score ranges that categorize student performance (quantitative cut scores), but also text descriptions what student should likely know or be able to do at that performance level, referred to as Achievement Level Descriptors (ALDs). The ALDs are organized by grade, content area, and domains and are available at the following link (see Achievement/ Performance Standards section).

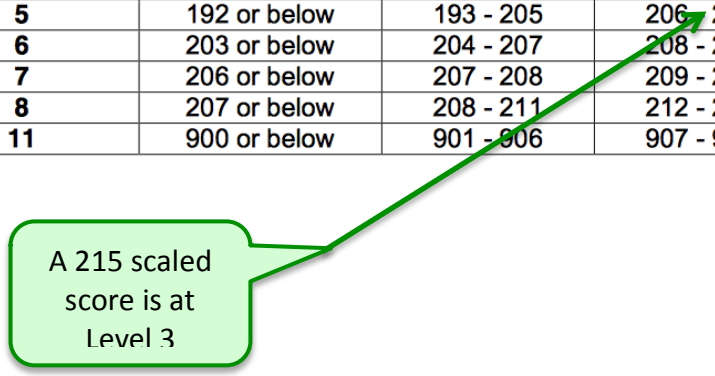
http://www.ode.state.or.us/search/results/?id=178

Consider an example of a 5th Grade student who earned a scaled score of 215 in mathematics. Consulting the cut scores for the ORExt shows that this score places the student in Level 3 (see below).

TABLE 2: MATHEMATICS

Ranges of Scale Scores by Category

Grade	Level 1	Level 2	Level 3	Level 4
3	191 or below	192 - 200	201 - 217	218 or above
4	192 or below	193 - 205	206 - 218	219 or above
5	192 or below	193 - 205	206 - 219	220 or above
6	203 or below	204 - 207	208 - 221	222 or above
7	206 or below	207 - 208	209 - 222	223 or above
8	207 or below	208 - 211	212 - 225	226 or above
11	900 or below	901 - 906	907 - 921	922 or above



Performance at Level 3 in 5th grade mathematics means that the student is likely able to:

Operations and Algebraic Thinking	Solve expressions involving add/subtract of 11-20.
	Match two-operation numerical expressions using addition and subtraction of 11-20.
	Identify missing numeral in +2 +3, +4, +5, and +10 patterns (2-40).
Number & Operations in Base Ten	Identify the relation between the place values for the double-digit numbers 11, 22, 33, 44, 55.
	Identify numbers that are ten times the numbers 4-6 and identify the relationship between digits in the numbers 11.1 and 22.2.
	Identify whole numbers 21-40.
	Compare magnitudes of numbers 21-40 using <, =, and >.
	Identify location of 4.5, 5.5, 6.5, and 7.5.
	Multiply whole numbers with solutions 11-30.
	Identify 1/4 of multiples of 4 up to 20.
	Add and subtract numbers 11-20.

Number & Operations - Fractions	Compare magnitudes of 1/4 and whole numbers.
	Add and subtract numbers 11-20.
	Identify products of whole numbers with solutions 11-30.
	Use unit squares to determine areas from 6-20 square yards.
	Identify scaling when provided with a multiplication problem involving factors -2 to -5.
	Add and subtract numbers 11-20, 1/2, and 1/4.
Measurement & Data	Convert inches into feet using 1/4-inch increments (3 inches, 6 inches, 9 inches, 12 inches, 15 inches, 18 inches).
	Use a line plot to add/subtract (11-30).
	Solve problems involving volumes 11-20.
	Solve problems involving volumes 11-20.
Geometry	Identify location of a point when provided verbal directions to its location in the coordinate plane.
	Match a description of a square or circle with a square or circle figure.

The content and structure of the ALDs should help all stakeholders to interpret what performance on the ORExt means for each student.

Interpreting Reading & Writing Sub-scores

The ELA assessments are composed of 48 total items, with 30 items that target reading, 12 items that target writing, and 6 items that target language. Sub-scores for reading and writing are available , but do not have cut score ranges matched to a specific performance level or ALDs to support their interpretation. Because reading and writing sub-scores are generated from a reduced number of items, they do not have the same level of reliability as the total ELA score and, as a consequence, should not be used to make high stakes decisions. Rather, they should only be used for low stakes diagnostic purposes related to instruction. For example, the scores can be used as part of a comprehensive Present Levels of Academic and Functional

Performance (PLAAFP) statement or as one indicator of progress related to annual Individualized Education Program (IEP) goals.

Education teams may also use the Reading and Writing sub-scores for Essential Skills determinations, which may affect high school graduation. When used in this manner to support making high stakes decisions, teams need to consider the standard error (SE) of the cut scores and the associated 95% confidence intervals. At Grade 11, the proficient cut score in reading and writing is 920. The SE in Reading is 6.3, while the SE in Writing is 10.7. Students who get at least a 914 Reading scaled score (920 - 6.3 = 913.7, which rounds to 914) or 909 Writing score (920 - 10.7 = 909.3, which rounds to 909). These are the corrected (adjusted for SE) scores that need to be considered for meeting the standard of proficiency for Grade 11 Essential Skills requirements.

Growth Across Years

Because students answered common items above and below their grade levels, ORExt scores could be vertically scaled in English Language Arts (ELA) and Mathematics in Grades 3-8. This design allowed development of a common scale that reflects increased expectations across Grades 3-8 in ELA and mathematics. These vertical scales are centered on 200 and allow stakeholders to monitor annual growth. For example, a student who earns a 219 in Grade 6 ELA and a 225 in Grade 7 ELA increased by 6 scaled score units. To compare the change in scaled scores from one year to the next, at least two years of data are needed. We therefore require one more year of performance (scores from 2016) in order to monitor change across time.

Rated Observations for Very Low Performing Students

Some students cannot access the ORExt test items, even though they have been reduced in terms of depth, breadth, and complexity and are designed according to the principles of universal design for assessment in order to increase student access to test content. The ORExt includes a new component for these students who often have only taken the minimum number of items (20) to qualify for participation. For

these students the Observational Rating Assessment (ORA) can be administered. The ORA is composed of two domains: Level of Independence (LOI) and Communication (COM). Each of these two domains is further composed of two subdomains. The LOI is composed of the Engagement and Math Concepts subdomains, while the COM is composed of receptive and expressive subdomains. The ORA results should provide stakeholders with information that can be used to track student progress at pre-academic levels.

Contact ODE

If you have questions about the use and interpretation of scores from the ORExt, please contact Brad Lenhardt at Brad.Lenhardt@state.or.us.