**Consequential Validity 2019 ORExt Assessment**

77.7% of respondents were Qualified Assessors

22.3% of respondents were Qualified Trainers

83.6% respondents identified as Female

13.9% respondents identified as Male

2.5% respondents identified as Genderqueer or “Other”

Respondents in the 20-25 years of age group category = 1.7%

Respondents in the 26-30 years of age group category = 10%

Respondents in the 31-35 years of age group category = 9.2%

Respondents in the 36-40 years of age group category = 10.0%

Respondents in the 41-45 years of age group category = 18.3%

Respondents in the 46-50 years of age group category = 12.5%

Respondents in the 51+ years of age group category = 38.3%

Respondents with 0-3 years of experience working in education = 9%

Respondents with 4-7 years of experience working in education = 15.6%

Respondents with 8-11 years of experience working in education = 6.6%

Respondents with 12-15 years of experience working in education = 16.4%

Respondents with 16-20 years of experience working in education = 21.3%

Respondents with 21-25 years of experience working in education = 13.1%

Respondents with 26-30 years of experience working in education = 10.7%

Respondents with 31+ years of experience working in education = 7.4%

| Region that best describes the portion of Oregon where respondents work: |  |
| --- | --- |
| Northeast (Pendleton, LaGrande Areas) | 11.5% |
| North I-5 Corridor (Portland, Beaverton, Hillsboro Areas) | 36.1% |
| North Coast (Astoria, Seaside, Lincoln City Areas) | 2.5% |
| Central (Bend, LaPine, Redmond, Madras, Prineville Areas) | 6.6% |
| Central I-5 Corridor (Eugene, Corvallis, Salem Areas) | 32% |
| Central Coast (Depoe Bay, Newport, Florence, Winchester Bay Areas) | 1.6% |
| Southeast (Burns Area) | 1.6% |
| South I-5 Corridor (Roseburg, Grants Pass, Medford Ashland Areas) | 8.2% |
| South Coast (Bandon, Port Orford, Brookings Areas) | 0% |

58.6% of respondents said a single content area (ELA, Math, or Science) administration of the Oregon Extended Assessment took between one and two hours to complete from start to finish, per student.

97.6% of respondents strongly agreed or agreed the items on the Oregon Extended Assessment were easy to administer and score.

77.5% of respondents strongly agreed or agreed he items on the Oregon Extended Assessment were accessible for their Students With Significant Cognitive Disabilities (SWSCD).

74.6% of respondents strongly agreed or agreed the items on the Oregon Extended Assessment accurately reflect the academic content (what the student should know) that their Students With Significant Cognitive Disabilities should be learning, as defined by grade level content standards (CCSS & NGSS) and the Essentialized Assessment Frameworks.

85% of respondents strongly agree or agree the items on the Oregon Extended Assessment, which primarily ask students to match, identify, or recognize academic content, are appropriate behaviors to review, to determine what their Students with Significant Cognitive Disabilities are able to do.

75% of respondents strongly agree or agree they have the curricula needed to teach academic skills that are aligned to the Essentialized Assessment Frameworks for students who take the Oregon Extended Assessment.

70.2% of respondents strongly agree or agree they feel confident in interpreting the scores and their respective achievement level descriptors, published for the Oregon Extended Assessment.

The implementation of the 2017-18 Oregon Extended Assessment has:

68.3% of respondents strongly agree or agree the implementation of the 2017-18 Oregon Extended Assessment has increased educator understanding of academic content for Students With Significant Cognitive Disabilities.

72.5% of respondents strongly agree or agree the implementation of the 2017-18 Oregon Extended Assessment has provided new models for assessing ELA/Math/Science for Students With Significant Cognitive Disabilities.

50.8% of respondents strongly agree or agree the implementation of the 2017-18 Oregon Extended Assessment has positively impacted the curricular and instructional approaches used for Students With Significant Cognitive Disabilities in Oregon.

54.2% of respondents strongly agree or agree the implementation of the 2017-18 Oregon Extended Assessment has improved the manner in which classroom assessments are designed and implemented.

48.3% of respondents strongly agree or agree the implementation of the 2017-18 Oregon Extended Assessment has improved the learning outcomes for Students With Significant Cognitive Disabilities in Oregon.

44.2% of respondents strongly agree or agree the implementation of the 2017-18 Oregon Extended Assessment has increased access to the general education curriculum for Students With Significant Cognitive Disabilities.

57.5% of respondents strongly agree or agree the implementation of the 2017-18 Oregon Extended Assessment has increased the development of academic goals and objectives in IEPs for Students With Significant Cognitive Disabilities.

57.5% of respondents strongly agree or agree the implementation of the 2017-18 Oregon Extended Assessment has improved the alignment between IEP goals and objectives and state content standards and benchmarks.