Oregon Extended Assessment

Linking Study – Fall 2014

Tuesday, September 16, 2014
4:00 – 5:00 PM
Behavioral Research and Teaching (BRT) – University of Oregon
Oregon Department of Education

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Agenda

- As you are all experienced with the population of Students with Significant Cognitive Disabilities (SWSCDs) and are also familiar with the Essentialized Standards, we do not need to provide training on those topics
- We will focus on the direct tasks at hand
  - We need documentation of the validity of our decision making surrounding standard selection
  - We need documentation that the Essentialized Standards that we developed strongly link to the target standards
- Your judgments help us make the entire process better (instruction, curriculum, & assessment)

Ultimate Goal

Improving achievement for students with significant cognitive disabilities by linking

- Academic standards,
- Instruction, and
- Assessment

Big Picture

- All students in Oregon are required to demonstrate proficiency on grade-level content standards
- Students with significant cognitive disabilities need to demonstrate progress toward reaching proficiency on grade-level content standards
- Oregon's Extended Assessment is designed to assess the progress of students with significant disabilities toward meeting these content standards

Linking Study Spreadsheets

A	B	C	D	E	F	G
Standard	Common Core Standard	Essentialized Standard	Low Medium High Parameters	Linkage Rating (0 = no link; 1 = sufficient link; 2 = strong link)	Agree with determination that this standard should/should not have been included	Comments

**Math has an extra column between B & C, as there are several sub-standards (a-g). Math folks will need to add a letter to the identifiers in this PPT, but they should be good at adding!*

Content Standard Selection

Content standards were selected based upon three criteria:

1. This standard is a critical standard to learn in order to be able to access subsequent grade level standards
2. This standard is given more weight instructionally by teachers
3. This standard is accessible for SWSCDs, both in terms of performance match (i.e., cognitive complexity, depth of knowledge, breadth of knowledge) and in terms of sensory requirements (e.g., will be accessible to students with sensory impairments)

Read the Common Core Standard (Column B) and the Essentialized Standard (Columns C & D – including the L/M/H Parameters)

Task #1

Let us know whether we have included the appropriate grade level standards (and excluded the appropriate grade level standards) based upon these criteria

- If a standard was not included, it is highlighted in red

  (In ELA, we did not include the Speaking & Listening standards, nor the Literacy in History/SS, Science, and Technical Subjects standards due to implementation of the same criteria. Please include a statement at the bottom of the Comment column stating whether you agree with this exclusion or not; if not, please explain why)

- If a standard is highlighted in green, it means that we feel the content was covered by a different Essentialized Standard (and the standard that we feel it links to it is identified)

The fields in each of the spreadsheets you will be given have a column that is pre-populated with "Yes" – you only need to change those that you disagree with to "No" in this column, and then provide us with a rationale in the *Comments* column

Target Standard: Example

Grade 3 Reading Common Core Standard RL1

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Standard Selection Criteria

1. Is this standard is a critical standard to learn in order to be able to access subsequent grade level standards

   YES

2. This standard is given more weight instructionally by life skills teachers

   YES

3. This standard is accessible for SWSCDs, both in terms of performance match (i.e., cognitive complexity, depth of knowledge, breadth of knowledge) and in terms of sensory requirements (e.g., will be accessible to students with sensory impairments)

   YES

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Target Standard: Non-example

Grade 11 Math

- M.9_12.A.A_SSE.2.3.b: Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.

Standard Selection Criteria

1. Is this standard is a critical standard to learn in order to be able to access subsequent grade level standards

   NO

2. This standard is given more weight instructionally by life skills teachers

   NO

3. This standard is accessible for SWSCDs, both in terms of performance match (i.e., cognitive complexity, depth of knowledge, breadth of knowledge) and in terms of sensory requirements (e.g., will be accessible to students with sensory impairments)

   NO

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Task #2

- Your second task is to determine the level of linkage between the Essentialized Standard (ES) and the target standard(s) (CCSS for ELA and Math; OR Science and NGSS for Science)
- This is the scale you will use for these determinations (it is also found in row 1 on each spreadsheet)
  - **0 = No Link:** there is no connection between the content in the ES and the content in the target standard(s)
  - **1 = Sufficient Link:** there is a connection between the content in the ES and some aspect of the content in the target standard(s) that is easily recognizable, but not as strong as it could be
  - **2 = Strong Link:** the connection between the content in the ES and the content in at least one aspect of the target standard(s) is obvious and clear.

[*Remember, is it one strand of the standard rope? Then, how strong is the strand*]

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Strong Link

2 = Strong Link: the connection between the content in the ES and at least one aspect of the content in the target standard(s) is obvious and clear.

Target Standard

Essentialized Standard

Strong link, with a few degrees of separation between the standards (not aligned, nor does it include all aspects of the standard – not our goal!)

Strong Link Example

Grade 5 Science Target Standard

- 5-ESS2-2 Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. [Assessment Boundary: Assessment is limited to oceans, lakes, rivers, glaciers, ground water, and polar ice caps, and does not include the atmosphere.]

Content: Amounts of water in various reservoirs, not including the atmosphere

Strong Link Example, cont.

Essentialized Standard, with L/M/H Parameters

- Compare the amount of water in different reservoirs on Earth. L - Restricted to questions about what Earth features that are made of water (i.e., oceans, lakes, rivers, streams) as compared to common objects that aren't (i.e., rock, brick, toy, ball); M - Restricted to questions about what Earth features that are made of water (i.e., oceans, lakes, rivers, streams) as compared to other natural features that aren't (mountains, volcanoes, forest, etc.); H - Restricted to comparing the relative amounts of water in various features of the hydrosphere (i.e., oceans, lakes, rivers, streams, ponds, etc.) using, for example, bar graphs that reflect the relative %s of water in the ocean vs. lakes vs. rivers; or Pacific Ocean vs. other oceans.

- Discussion: This is clearly content that links to the grade level standard. The student is identifying water at the low difficulty range, but then comparing the relative amounts of water in different reservoirs at the high difficulty range.

Sufficient Link

1 = Sufficient Link: there is a connection between the content in the ES and the content in at least one aspect of the target standard(s) that is easily recognizable, but not as strong as it could be

Target Standard

Essentialized Standard

Easily recognizable connection, but more degrees of separation between the standards

Sufficient Link Example

Grade 8 Math Target Standard

- M.8.F.2.5. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

Content: Analyze a graph to determine change (increasing/ decreasing, linear or nonlinear)

Sufficient Link, cont.

Essentialized Standard, with L/M/H Parameters

- Identify slope as positive, negative, zero, or undefined. L - identify positive slopes 1-3; M - identify negative slopes 4-10; H - identify zero or undefined slopes

- *Discussion:* It can be argued that this is a 2, but it is at the very least a strong 1. The student is indeed comparing functions. They are only linear and they are only in four formats, but it gets at the standard's focus on comparing a relationship between two variables.

No Link

0 = No Link: there is no connection between the content in the ES and the content in the target standard(s)

Essentialized Standard

Target Standard

These two standards are not the same stuff

No Link Example

Grade 7 Writing

- 7.W3 - 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

- Content: Expressing a real or imagined story that engages and orients the reader

No Link Example, cont.

Essential Standard, with L/M/H Parameters

- Identify a number in writing. L – Identify numbers 1-10; M – Identify numbers 11-20; H – Identify numbers 21-40

- *Discussion:* Though this standard is indeed related to writing (so the situation could certainly be worse), it is not about expressing a story in any way. It has to do with identifying the written form of numbers.

Process Review

1. Read the standards

2. Determine standard selection agreement/disagreement (If you disagree with the standard selection or exclusion, change the "Yes" to a "No" in Column G, and then explain why in the *Comments* column)

3. Rate the Linkage of the ES to the Target Standard/s with a 0, 1, or 2 in Column E (if you rate a linkage as "0" please explain why in the *Comments* column)

4. E-mail your completed spreadsheets to Dan at dfarley@uoregon.edu using the "_DF" filename extension (with your initials instead of mine)

5. We would love to have all of the spreadsheets back by October 10, 2014

Next Steps/Follow-up

- Questions/Comments Contact: Dan Farley at dfarley@uoregon.edu or 541-525-5780

- Thank you for your time!