Office of Assessments
Craig Walker, Executive Director of State Assessments
Angela Bilyeu, Assistant Executive Director of State Assessments
Alignment to Learning Forward Standards

• The new education law, Every Student Succeeds Act (ESSA), redefines professional development with a purposeful influence from Learning Forward.

• Learning Forward, a national association recognized as leaders in professional learning, has established standards for professional learning that set a high bar for quality learning experiences.

• This session aligns to the following standard(s):
  • **Data:** Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
• Oklahoma School Testing Program (OSTP) Overview & Updates
• National Comparisons
• State Testing Schedules
• Reporting & Standard Setting
• College & Career Readiness Preliminary Results
• Data Summits
• Accommodations in Testing
Oklahoma School Testing Program
Overview & Updates
Assessment in the System

- **Formative**
  - Minute by Minute

- **Interim**
  - Daily

- **Summative**
  - Weekly
  - Unit
  - Quarterly
  - Annually

Adapted from Herman & Heritage, 2007
Oklahoma Legislature directed the State Board of Education:
- to evaluate Oklahoma’s current state assessment system, and
- make recommendations for its future.

As a result, Oklahoma State Department of Education:
- held regional meetings across the state, and
- convened the Oklahoma Assessment & Accountability Task Force.
Oklahoma Assessment & Accountability Task Force

• 95 members representing Oklahoma stakeholder groups
• 3 national experts in assessment and accountability systems
• 4 meetings between August 4 and October 18, 2016
• Deliberated over many technical, policy, and practical issues associated with implementing an improved assessment and accountability system
Key Summative Assessment Considerations

• Assessment design is a case of optimization under constraints.
• Assessments always have some type of restrictions. (e.g., legislative requirements, time, and cost)
• Identification and prioritization of desired characteristics and intended uses were critical early activities for the task force.
  • Strong alignment with the Oklahoma Academic Standards (OAS).
  • Vertical alignment to ensure College- and Career-Readiness (CCR) indicators throughout the assessment program.
Task Force Priorities to Consider for OSTP

• Provide instructionally useful information to teachers and students with appropriate detail and timely reporting;

• Provide clear and accurate information to parents and students regarding achievement and progress toward college- and career-readiness, using an assessment that is meaningful to students;

• Provide meaningful information to support evaluation and enhancement of curriculum and programs; and

• Provide information to appropriately support federal and state accountability decisions.
Grades 3 – 8
• Maintain focus of the new assessments on OAS.
• Administer at the end of the school year.
• Include assessment of writing to support coverage of ELA OAS.

High School
• Utilize College and Career Readiness Assessments (CCRAs).
• Consider how CCRAs can adequately address assessment peer review requirements.
Intended Purpose and Use

**Grades 3 - 8**
- Ensure assessment supports calculating student growth in at least grades 4 – 8.
- Ensure sufficient technical quality to support the intended purpose & current use of student accountability (Grade 3 - RSA/Grade 8 - RPA).

**High School**
- Ensure sufficient technical quality to support the need for multiple & differing uses of assessment results.
- Establish a link between CCRA scores to information of value to students & educators.
- Maintain a focus on rigorous expectations of CCR.
- Ensure all OK students are provided a reliable, a valid and fair score.
Score Interpretation

Grades 3 - 8

• Provide a performance measure indicative of being on track to CCR.
• Support criterion-referenced interpretations & report individual student claims.
• Provide national and statewide comparison to contextualize student performance.

High School

• Support criterion-referenced interpretations & report individual student claims.
• Provide evidence to support CCR claims.
• Provide normative information to contextualize student performance statewide.
Reporting and State Comparability

**Grades 3 - 8**
- Support aggregate reporting on claims.
- Utilize the existing NAEP data to establish national/state comparisons at grades 4 & 8.
- Use of NAEP benchmarking data for standard setting activities.

**High School**
- Support aggregate reporting on claims at appropriate levels of grain size.
- Support the ability to provide norm-referenced information based on other states administering similar CCRA program.
National Comparisons

Lexiles ®
• The Lexile Framework assesses both sides of reading development— the reader and the material being read.
• Learn more about the Lexile Framework.

Quantiles ®
• The Quantile Framework provides both a measure for students and a measure for skills and concepts. The student measure describes what the student is capable of understanding. The skill or concept measure describes the difficulty, or demand, in learning that skill or concept.
• Learn more about the Quantile Scale.
2016-2017 ASSESSMENTS

- Math – Grades 3 – 8, & 10*
- ELA – Grades 3 – 8, & 10*
- Science – Grades 5, 8, & 10*
- U.S. History – Once in High School
- OPTIONAL CCRA – Grade 11

2017-2018 ASSESSMENTS

- Math – Grades 3 – 8, & 11 (CCRA)
- ELA – Grades 3 – 8, & 11 (CCRA)
- Science – Grades 5, 8, & 11
- REQUIRED CCRA – Grade 11

*Grade 10 Suite of Assessments have been removed.
<table>
<thead>
<tr>
<th>Grade</th>
<th>MATH</th>
<th>ELA</th>
<th>SCIENCE</th>
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<tbody>
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<tr>
<td>Grade 8</td>
<td>✔</td>
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**College & Career Ready Assessment**

<table>
<thead>
<tr>
<th>Grade 11</th>
<th>ACT or SAT</th>
<th>Science Content</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>✔</td>
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</tbody>
</table>
Science Content Section of CCRA

What
- 50% life science & 50% physical sciences (physics, chemistry, physical science).

Why
- Provide a balanced and well-sequenced science education.
- Encourage districts to broaden course offerings.
- Increase dual credit opportunities and post-secondary success.

Who
- Grade 11 – all students, no exemptions.

When
- April 2017 - 2018
State Testing Schedules
<table>
<thead>
<tr>
<th>Grade</th>
<th>PAPER/PENCIL TESTING</th>
<th>ONLINE TESTING</th>
<th>ASSESSMENTS</th>
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<tbody>
<tr>
<td>Grade 3</td>
<td>April 2-20, 2018</td>
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<td>MATH</td>
</tr>
<tr>
<td>Grade 4</td>
<td>April 2-20, 2018</td>
<td></td>
<td>MATH</td>
</tr>
<tr>
<td>Grade 5</td>
<td>April 2-20, 2018</td>
<td></td>
<td>MATH</td>
</tr>
<tr>
<td>Grade 6</td>
<td>April 2-20, 2018*</td>
<td>April 2-27, 2018</td>
<td>MATH</td>
</tr>
<tr>
<td>Grade 7</td>
<td>April 2-20, 2018*</td>
<td>April 2-27, 2018</td>
<td>MATH</td>
</tr>
<tr>
<td>Grade 8</td>
<td>April 2-20, 2018*</td>
<td>April 2-27, 2018</td>
<td>MATH</td>
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</table>

<table>
<thead>
<tr>
<th>COLLEGE &amp; CAREER READY ASSESSMENT (GRADE 11)</th>
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</thead>
<tbody>
<tr>
<td>PAPER/PENCIL TESTING</td>
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<tr>
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<tr>
<td>ACT Initial Test</td>
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<tr>
<td>ACT Make-Up</td>
</tr>
<tr>
<td>Science Content</td>
</tr>
<tr>
<td>SAT Initial Test</td>
</tr>
<tr>
<td>SAT Make-Up</td>
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<tr>
<td>Science Content</td>
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</tbody>
</table>

National Assessment of Educational Progress (NAEP): January 29 - March 9, 2018
Trends in International Mathematics and Science Study (TIMSS): March 5 - April 13, 2018
International Computer and Information Literacy Study (ICILS): March 5 - May 25, 2018
Oklahoma Alternate Assessment Program (OAAP) | DLM Testing Window: March 26 - May 11, 2018

* Under special circumstances only

Paper/Pencil Make-up testing should be completed by April 20, 2018. All students that enroll during the testing window MUST be tested, including Grade 3 ELA.
Reporting & Standard Setting
I don’t understand, why is reporting so late this year? What is standards setting and why does this delay reporting?
Standards Setting

• Newly developed Oklahoma Academic Standards (OAS) were instructionally implemented in 2016 necessitating the need for assessment standard settings.

• The primary goal of the standard setting is to determine the knowledge, skills, and abilities (KSAs) that are necessary for students to demonstrate in order to be classified into each of the performance levels.
Standards Setting

- Standard setting for OSTP Mathematics, ELA and Science will take place in August. A total of 11 panels for the 16 grade/content combinations with 11 members each will be convened.

- Upon completion of the standard setting meetings, Measured Progress will submit a report to the SDE that documents all aspects of the standard setting process. Includes:
  - Process information
  - Cut scores
  - Reporting data implications
  - Panelist evaluation information
Cut Score Approval

- Panelist recommendations will be presented to the Commission on Educational Quality & Accountability (CEQA) for final consideration.
- SDE will provide a letter to schools (separate from the reports) and develop other tools to explain to parents the new level of expectations for mastering our state standards and new performance expectations on the statewide annual assessments.
- As a state we need to make sure that we are setting our cut scores so that we are competitive nationally.
2015 OK Students At or Above Proficient

Grade 4 Math: 37% (NAEP), 72% (OK)
Grade 4 Reading: 33% (NAEP), 70% (OK)
Grade 4/5 Science: 34% (NAEP), 54% (OK)
Grade 8 Math: 23% (NAEP), 53% (OK)
Grade 8 Reading: 29% (NAEP), 75% (OK)
Grade 8 Science: 28% (NAEP), 52% (OK)
What will increasing Student Expectations look like?

### Utah Percent Proficient

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
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<tbody>
<tr>
<td>3-8 ELA</td>
<td>83%</td>
<td>42%</td>
<td>44%</td>
<td>45%</td>
</tr>
<tr>
<td>3-8 Math</td>
<td>79%</td>
<td>42%</td>
<td>46%</td>
<td>45%</td>
</tr>
</tbody>
</table>

### Arizona Percent Proficient

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-8 ELA</td>
<td>80%</td>
<td>81%</td>
<td>37%</td>
<td>41%</td>
</tr>
<tr>
<td>3-8 Math</td>
<td>65%</td>
<td>65%</td>
<td>37%</td>
<td>39%</td>
</tr>
</tbody>
</table>
Oklahoma School Testing Program
Parent/Student Report

Dear Family,

This report will tell you how your student performed last school year on an Oklahoma School Testing Program assessment. Students across the state are tested to ensure that they meet Oklahoma’s new academic standards and making progress toward our state requirements.

These tests provide information to help make decisions about your child’s education, but it is important to remember that they are not the sole indicator of his or her academic performance. If your student scored unsatisfactory in any content area, your school may offer remediation opportunities.

If you have questions about the Oklahoma School Testing Program, please contact your local school or the State Department of Education. You may also visit our website, www.sde.ok.gov, and search Office of Assessments.

Sincerely,

State Superintendent

Achievement Level Performance

Your student’s Performance Level is Proficient.

Your student’s OPI score on any one test provides an estimate of what he/she knows and is able to do. If tested again, your student would likely score in this range: 750-760.

IMPORTANT: The Performance Level indicates the student can perform the majority of what is described for that level and even more of what is described for the levels below. This student may also be capable of performing some of what is described in the next level, but not enough to have reached the level. A description of each Performance Level is presented on the back of this report.

Performance by Standards

Per the OKSBE, the Oklahoma State Board of Education, the Performance Level Scale is defined as follows:

- Advanced: Proficiency Level 2 (750–760)
- Proficient: Proficiency Level 1 (700–749)
- Limited Knowledge: Proficiency Level 0 (699 and below)
- Unsatisfactory: Proficiency Level 1 (500–699)
- Unsatisfactory: Proficiency Level 2 (499 and below)

Performance Level Defined

Lexile & Quantile Measures

Comparison to State Performance

Grade 3 ELA: RSA Criteria
Regional District Data Summits

- **Analyze** achievement data for *gap closure* across all subgroups
- **Align and leverage cross-functional teams** around purposeful, shared work.
- **Focus** school improvement efforts
- **Building connections and capacity** between the different parts of a high quality assessment system.
- **Focus** on providing services to districts/sites designated by Office of School Support
  - Data Literacy (Level I)
  - Data Inquiry (Level II)
  - Advanced Data Inquiry (Level III)
College & Career Readiness
Preliminary Results
Preliminary Participation Counts

3% increase from SY 15-16

79%
The ACT® English Subtest Benchmark: 18

OKLAHOMA STUDENTS
- 54% Met or Above Benchmark
- 46% Below Benchmark

The ACT® Mathematics Subtest Benchmark: 22

OKLAHOMA STUDENTS
- 75% Met or Above Benchmark
- 25% Below Benchmark
The ACT® Reading Subtest Benchmark: 22

OKLAHOMA STUDENTS
- Met or Above Benchmark: 37%
- Below Benchmark: 63%

The ACT® Science Subtest Benchmark: 23

OKLAHOMA STUDENTS
- Met or Above Benchmark: 24%
- Below Benchmark: 76%
SAT Evidence Based Reading & Writing Section Benchmark: 480

OKLAHOMA STUDENTS

- Met or Above Benchmark: 55%
- Below Benchmark: 45%

SAT Mathematics Section Benchmark: 530

OKLAHOMA STUDENTS

- Met or Above Benchmark: 23%
- Below Benchmark: 77%
Met: Meets or Exceeds the Benchmark.

1 yr: Within one year’s academic growth of the Benchmark.

>1 yr: Below the Benchmark by more than one year’s academic growth.

**EBRW – OKLAHOMA STUDENTS**

- Met: 47%
- 1 yr: 45%
- > 1 yr: 8%

**MATH – OKLAHOMA STUDENTS**

- Met: 71%
- 1 yr: 23%
- > 1 yr: 6%
State Testing Accommodations
Accommodations

• Grades 3-8 IEP/504/ELL accommodations
  • Minimal Revisions
  • In accordance with the new accountability and assessment plan, all ELL students will participate in all state assessments (i.e., no ELA exemptions).
    • This change is required to measure student growth year over year.

• ACT/SAT accommodations
  • ACT & SAT are analyzing our state accommodations and will provide information to the SDE so that a crosswalk can be created.

• Grade 11 Science
  • Same accommodations provided for Grades 3-8.
State Department of Education

- Dr. Jeanene Barnett, Deputy Superintendent of Assessment & Accountability
- Craig Walker, Executive Director of State Assessments
- Angela Bilyeu, Assistant Executive Director of State Assessments
- Maria Harris, Director of Assessment and Data Literacy
- Sarah Owens, Mathematics Assessment Specialist
- Elizabeth Warren, ELA & Social Studies Assessment Specialist
- Cora James, Science Assessment Specialist
- Rebecca Logan, Executive Director of NAEP & International Assessments
- Kurt Bernhardt, Executive Director of Education Technology