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EDUCATION

*Oregon achieves . . . together!*

# **Oregon State Board - Assessment Workgroup**

September 7, 2021

# Gratitude for Partnership

## ***What We've Done Together***

- Gender Neutral Pronouns on Official Writing Scoring Guide
- Allowing students to meet Essential Skills requirements in languages other than English
- Science Standard Setting - Affinity Groups of Color for review of Cut Scores and Achievement Level Descriptors
- Social Science Analysis Scoring Guide (and Ethnic Studies Standards)

## ***Ongoing Opportunities for Partnership***

- Senate Bill 744 Implementation
- Student Educational Equity Development (SEED) and Alt-SEED Survey Pilot and student voice
- Redesign of the Kindergarten Assessment

# Welcome, Introductions, & Suggested Topics

# Diving into Assessment with Metaphor

*If assessment were an animal, what kind of animal do you think it should be? Why?*

# Addressing What Matters to You

- History of standardized testing
- Clarity around the State Board's direct influences in Oregon's Statewide Assessment System
- ODE's vision and values for statewide assessment systems
- Reporting and use of state summative assessment data



# Holding Space for Multiple Truths

- The history of standardized testing is founded in white supremacy, a history that has caused harm to students historically and currently underserved by the educational system
- ESSA requires that 95% of students participate, which is in tension with our parent opt-out law
- Oregon's state assessment system has been imbalanced; we want to increase the formative footprint and reduce the summative footprint
- State summative assessments can expose opportunity gaps and serve as a lever for policy change and equitable resource distribution
- Others?

# History of Standardized Assessment

# The Legacy of High-Stakes, Standardized Assessment #1

- History of high-stakes, standardized assessment--such as SAT and IQ testing--is founded in principles of white supremacy (Au, 2014; Knoester & Au, 2015)
- School segregation has returned to *pre-Brown* levels (Orfield, 2009)  
*“... when we look at the history of high-stakes testing and its contemporary and racially disparate impact on the educational experiences of students today, such testing contributes to the inequitable re-segregation of schools through the false assumption of meritocracy in conjunction with school choice themes”* (Au, 2015)



# The Legacy of High-Stakes, Standardized Assessment #2

**Anti-racist actions must remove racist policies, which serve the self-interests of those in power (Kendi, 2019)**

- What systems are contributing to these outcomes?
- Are state assessment practices complicit?
- How do we disrupt them?

# State Board Influence on Assessment

# Where the State Board has Assessment Influence

Assessment	Basis of Requirement	State Board Influence
Science, Mathematics, and English Language Arts	ESSA, ORS 329.485, OAR 581-022-2100	Adopts standards, achievement level descriptors, and cut scores (defines proficiency)
Social Sciences Performance Tasks	ORS 329.485, OAR 581-022-2100	Adopts standards, approves scoring rubrics
English Language Proficiency (ELPA21)	ESSA, OAR 581-022-0610	Adopts standards, achievement level descriptors, and cut scores (defines proficiency)
Kindergarten Assessment	OAR 581-022-2130 (suspended)	Direct control
National Assessment of Education Progress (NAEP)	ESRA, Title III, sec. 303, ESSA	No influence outside of communication.
Nationally-Normed College Entrance Practice Examination	ORS 329.488	No influence outside of communication.
Essential Skills & Local Performance Assessments	OAR 581-022-2115	Direct Control

# ODE's Vision and Values for Assessment

- *Rehumanizing Assessment*
- *Balanced & Coherent Assessment*
- *Infusing Anti-Racist Assessment Practices*

# Rehumanizing Assessment

- Identity
- Agency
- Joy

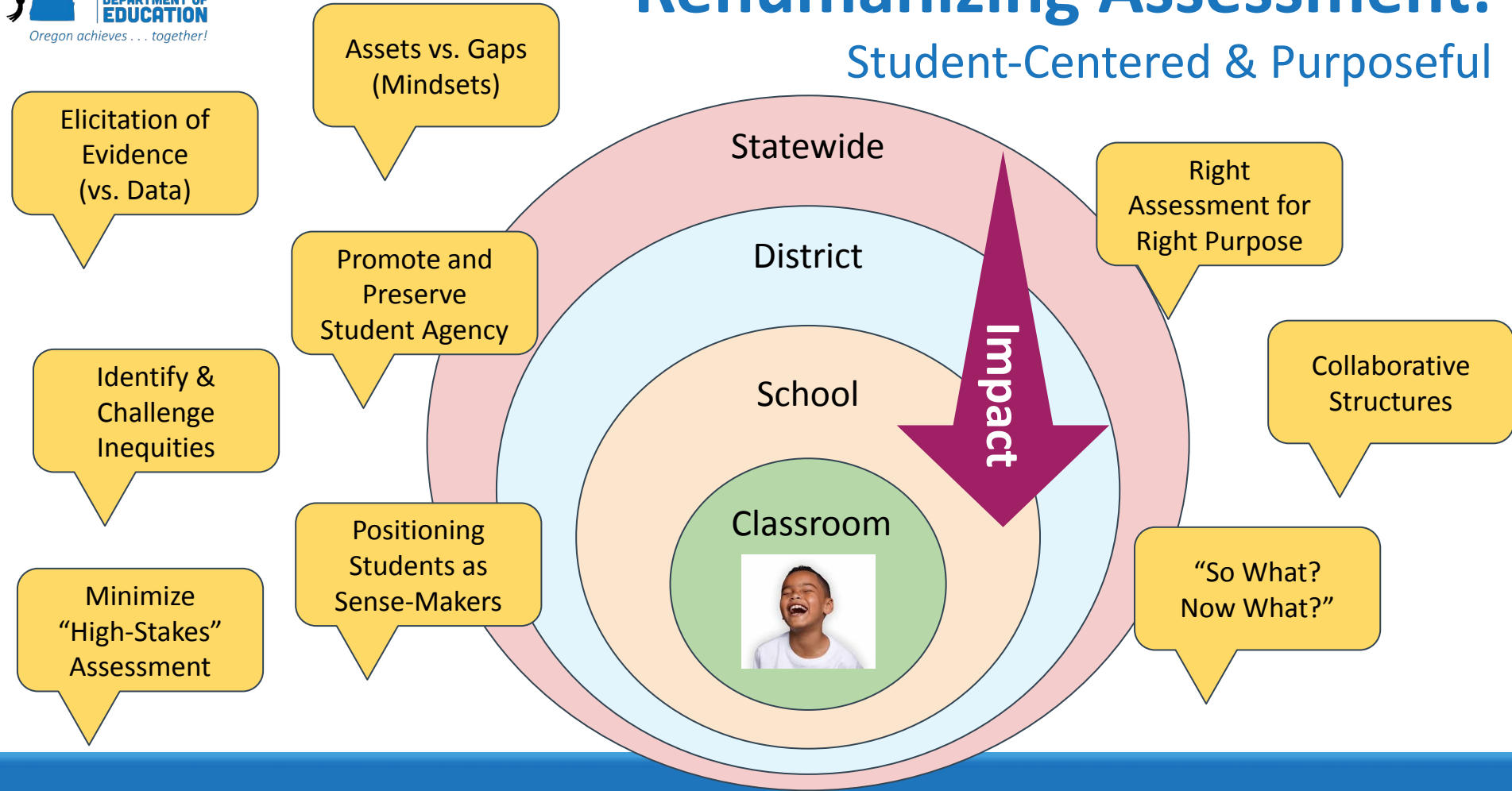
**I DID IT!**





# Rehumanizing Assessment:

## Student-Centered & Purposeful



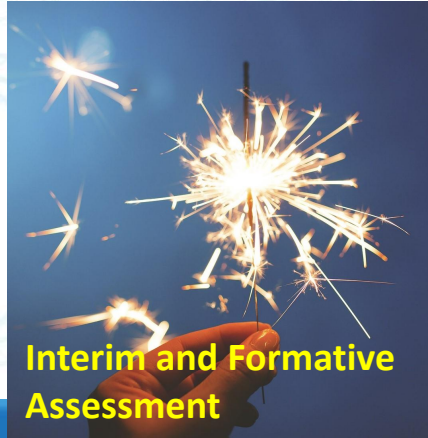
# Rehumanizing Assessment Practices

Dehumanizing Assessment Practices	Rehumanizing Assessment Practices
Deficit-based	Asset-based
Promotes dominant cultural values	Supports student identity and agency
Compares students to each other	Compares students to grade level proficiency
Adult-centered	Student-centered
Closes doors	Opens doors
Traditional grading practices	Equitable grading practices

# Balance & Coherence



# Oregon's Historical State Assessment System



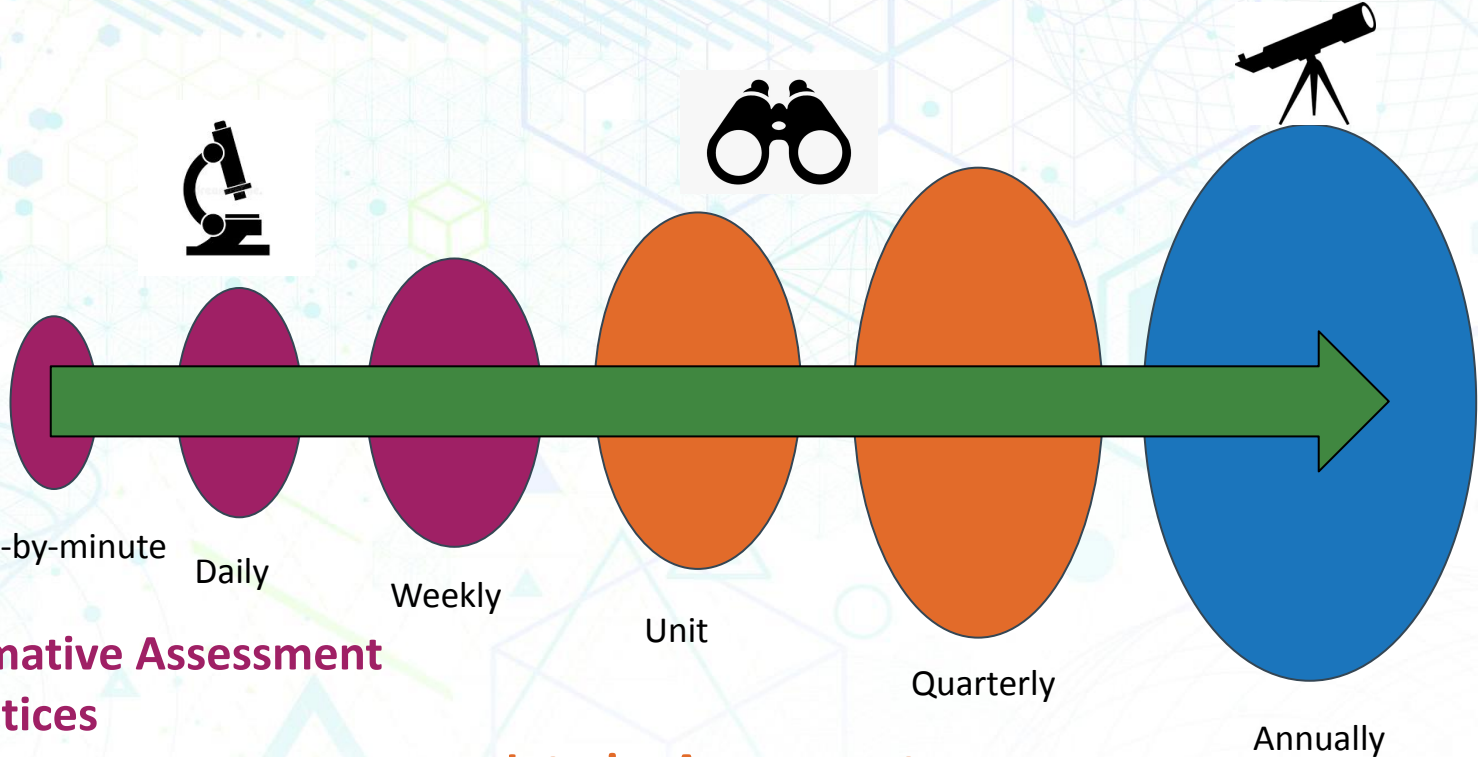
**Interim and Formative  
Assessment**



**Summative Assessment**

# Right Assessment for the Right Purpose

**Student**



**Formative Assessment  
Practices**

**Interim Assessments**

**Summative Assessment**

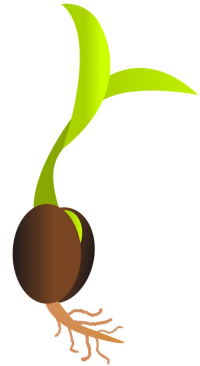


Board comment: “I’d like to know more about assessing student experience.”

## **Student Educational Equity Development (SEED) and Alt-SEED Surveys**

### Purposes:

- Incorporate student voice into the continuous improvement process
- Provide districts with actionable information
- Promising practices guidance for use of data
- Report beyond achievement for students, families, and educators
- Compare patterns to validate summative assessment approaches



# SEED and Alt-SEED Survey Constructs

## SEED Survey Constructs Measured at Each Grade

Grades	3	4	5	6	7	8	9	10	11
Access to Learning Resources	B	B	B	B	B	B	S	S	B
Opportunity to Learn	B	B	B	B	B	B	S	S	B
Self-Efficacy Beliefs	S	S	S	S	S	S	S	S	S
Sense of Belonging	B	B	B	B	B	B	S	S	B
Well-Rounded Education	S	S	S		S	S	S	S	S
Career-Technical Education				S	S	S	S	S	S
Extra-Curricular Engagement				S	S	S	S	S	S
Post-Graduation Planning							S	S	S
Independence	A	A	A	A	A	A			A

*S for SEED survey, A for Alt-SEED survey, B for Both*

# Pause for Tone

- **What resonates with you from what you have heard so far?**
- **What is not yet in tune?**



# Reporting and Uses of State Assessment Data



# State Reporting and Data Uses

- Reporting state academic achievement data is required by ESSA
- Academic achievement results, and other indicators, must be reported by race/ethnicity
- Results from state summative assessments should be used to make systems-level decisions to better support students whom our systems are not serving well
- Results from state summative assessments should not be used in dehumanizing ways



# Infusing Anti-Racist Practices

# Anti-racist Efforts in Oregon's State Assessment System, #1

- Item review process includes fairness and sensitivity review
- Clearly and consistently communicating regarding appropriate/inappropriate uses
- Educator review panels must reflect the state's diversity
- Item functioning is evaluated by race/ethnicity

# Anti-racist Efforts in Oregon's State Assessment System, #2

- Centering student voice via the Student Educational Equity Development survey (SEED survey) and Alt-SEED Survey
  - Access to Learning Resources
  - Opportunity to Learn
  - Self-efficacy/Beliefs
  - Sense of Belonging
- Engaging anti-racist literature and consultants to inform our thinking and policies

# Continued Efforts

- Honoring High School Proficiency for Oregon's emergent bilinguals
- Accessibility improvements
  - Math manipulatives
  - Text-to-Speech, Speech-to-Text
- Equitable Grading Practices





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# Going Forward

**What would you like  
to discuss with us  
next?**

**How can we support  
your decision-making?**





# Assessment Resources

## Assessment Literacy

- [Right Assessment for the Right Purpose Guidance Document](#)
- [Parent Assessment Literacy Training Modules](#)

## Formative Assessment Practices

- [Formative Assessment](#) page
- [Formative Assessment PLC resources](#)

## Interim Assessments and Tools for Teachers

- [Interim Assessment](#) page
- [Tools for Teachers](#)

## Summative Assessment pages

- [English Language Proficiency](#)
- [Science](#)
- [English Language Arts](#)
- [Mathematics](#)

# Thank you!

If you have questions, concerns, or you want to continue the conversation, please contact us!

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