
Oregon Extended Assessment - Item Writer Trainings

June 17-19, 2014

8AM – 12PM

Behavioral Research and Teaching

University of Oregon

Agenda

- Introductions
- Housekeeping
 - Scope of work, W-9s, & test security agreement forms
- Student population (students with significant cognitive disabilities)
- Essentialized Assessment Frameworks (EAFs) linked to the CCSS/NGSS
- *Item Development Information & Specifications* (handout)
 - Test structure
 - Item specifications
 - Bias, sensitivity, and alignment
 - Accommodations
- Submission methods, timelines, & reviews
- Compensation and payment schedule
- Questions/ Next steps

Housekeeping

- Resumes
- Five Handouts
 - Scope of work
 - W-9s
 - Test Security agreements
 - PPT Slides (3-slides per page, for note taking)
 - Item Development Information & Specifications

Student Population

Video of Student Population of Oregon Extended Assessments



SWSCDs – Demographics

- Students with the most severe disabilities: intellectual disability, severe autism, multiple disabilities
- ~60% male
- Ethnically as diverse as the general population
- Significant communication diversity (eye gaze, head switch, English, sign language/gestures, Braille, Spanish)

Essentializing the CCSS/ NGSS

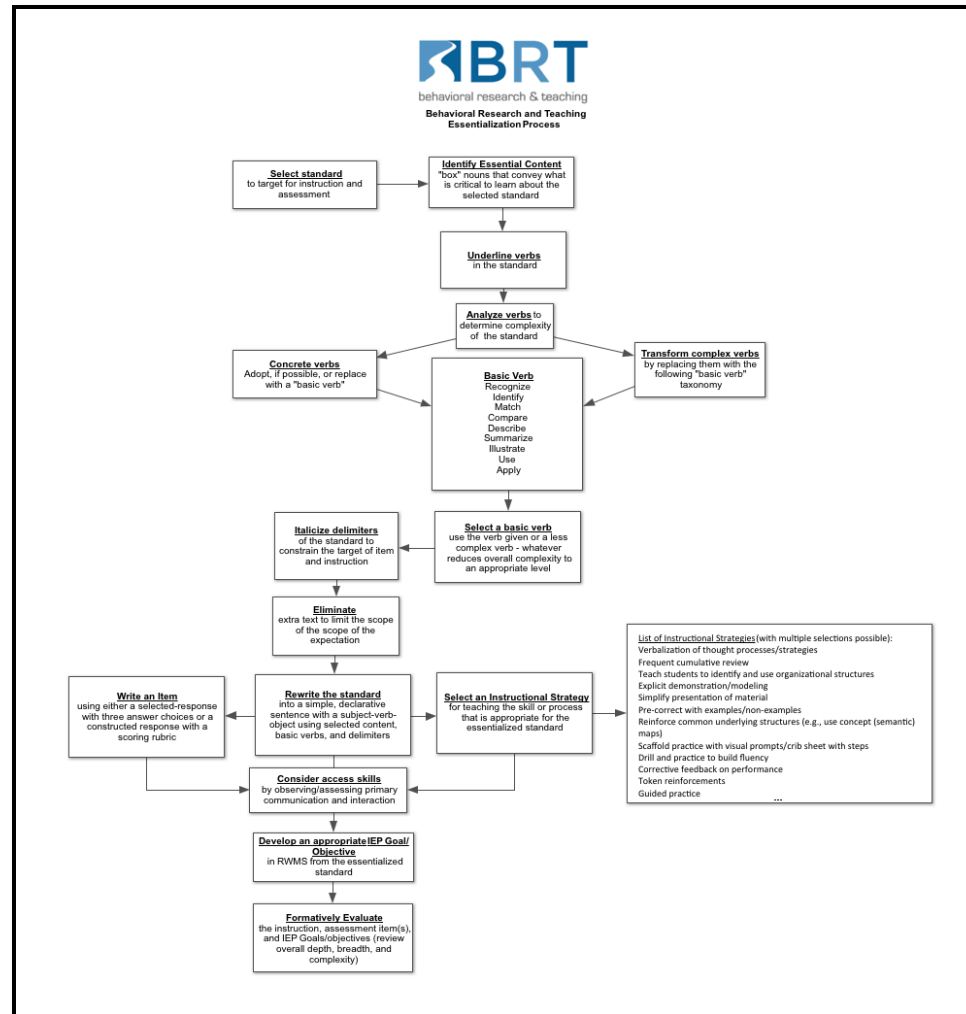
Essentializing Coding System

- (a) Essential content (nouns) is boxed
- (b) Essential intellectual operations (verbs) are underlined (with complex verbs also **bolded**), and
- (c) Delimiters (of content or intellectual operations) are *italicized*.

Essentialization Process

- Select CCSS/NGSS
- Code using essentialization system
- Reduce depth, breadth, and complexity by:
 - transforming complex verbs
 - limiting scope of content/verbs
 - eliminating extra text
- Generate the essentialized standard

Essentialization Flow Chart



Example 1: How to Essentialize a Standard

- 4.RF4 - Read with sufficient accuracy and fluency to support comprehension.
- **Read** text *with sufficient accuracy and fluency to support comprehension.*
- Essentialized standard: **Read** *appropriate* text *with accuracy.*

Example 2: How to Essentialize a Standard

- 4.NBT4 - Fluently add and subtract multi-digit whole numbers using the standard algorithm.
- *Fluently add and subtract multi-digit whole numbers using the standard algorithm.*
- Essentialized standard: Add two-digit whole numbers *with fluency.*

Example 3: How to Essentialize a Standard

- 11-12W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **Produce** *clear and coherent* writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Essentialized standard: **Write** relevant text with accuracy.

Example 4: How to Essentialize a Standard

- 11-12L1 - Demonstrate command of the conventions of standard English grammar and usage when speaking or writing.
- **Demonstrate** *command of the* conventions *of standard English grammar and usage when speaking or writing.*
- Essentialized standard: *Accurately identify* icons *when using expressive language.*

Example 5: How to Essentialize a Standard

- 5-PS1-3 - Conduct an investigation to determine whether the mixing of two or more substances results in new substances.
- **Conduct** an investigation to determine whether the mixing of two or more substances results in new substances.
- Essentialized standard: **Recognize** when substances are mixed together.

Practice Essentialization of Standard #1

- 3.RL1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Essential content: questions , understanding
- Essential intellectual operation(s): ask, answer, demonstrate
- Delimiter(s): *and, to, referring explicitly to the text as the basis for the answers*

Practice Essentialization of Standard #1

- Reduce depth, breadth, and complexity
 - Eliminate unnecessary content, intellectual operations, and delimiters
- Generate the essentialized standard
 - Answer questions *about a text.*

Practice Essentialization of Standard #2

- 7.NS3 - Solve real-world and mathematical problems involving the four operations with rational numbers.
- Essential content: problems
- Essential intellectual operation(s): **Solve**
- Delimiter(s): *real-world and mathematical, involving the four operations with rational numbers*

Practice Essentialization of Standard #2

- Reduce depth, breadth, and complexity
 - Eliminate unnecessary content, intellectual operations, and delimiters
- Generate the essentialized standard:
 - Solve *addition and subtraction* word problems.

Practice Essentialization of Standard #3

- 8.RI.2 – Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- Essential content: central idea, text, summary
- Essential intellectual operation(s): **Determine**, **analyze**, **provide**
- Delimiter(s): *a, of a text, and, its development over the course of the text, including its relationship to supporting ideas, an objective, of the text.*

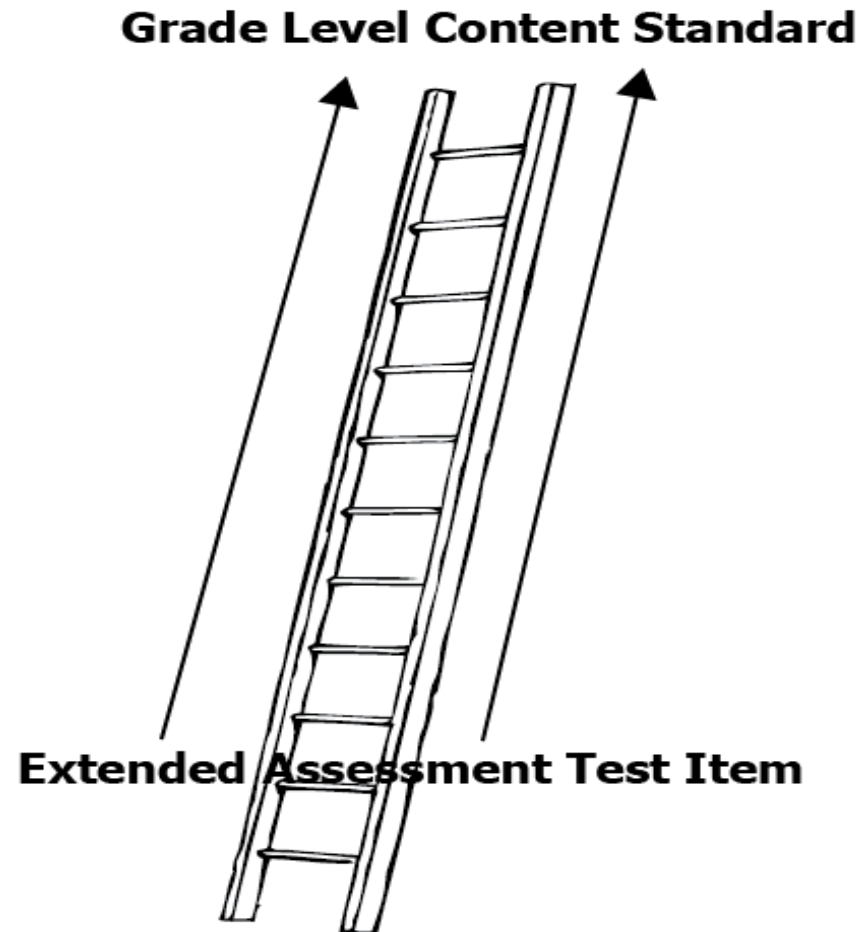
Practice Essentialization of Standard #3

- Reduce depth, breadth, and complexity
 - Eliminate unnecessary content, intellectual operations, and delimiters
- Generate the essentialized standard:
 - **Identify** *the* central idea *and* supporting details *of a text.*

Oregon Extended Assessments

- ORExt is being redesigned to incorporate a vertical scale for modeling growth in ELA and Math (not feasible in Science)
- ORExt test items are reduced in
 - Depth
 - Breadth
 - Complexity
- The EAFs provide you with a clear item development roadmap

Linking Content Standards with Extended Assessment Test Items



EAF Structure

- CCSS/NGSS
- Relevant EAF
- Description of the scope of Low, Medium, and High difficulty
- Prompt (L, M, H)
- Answer Choices (bold the correct answer)
- Description of needed graphics

ELA Walk Through - EAF

- Grade Level
- Essentialized Standard
- Low-Medium-High Parameters
- Item Writer Notes
- Exemplar Prompts
- Answer Choices
- Student Materials
- Highlighting (Red / Green)

Math Walk Through - EAF

- Scope
- Grade Level
- Essentialized Standard
- Low-Medium-High Range
- Item Writer Notes
- Exemplar Prompts
- Answer Choices
- Graphics Directions
- Highlighting (Red / Green)

Science Walk Through - EAF

- Grade Level
- Essentialized Standard
- Low-Medium-High Range
- Item Writer Notes
- Exemplar Prompts
- Answer Choices
- Student Materials
- Graphics Directions
- Highlighting (Red / Green)

Excel Practices & Tricks of the Trade

- Version control – especially if revisions are made, keep track of the most current version by saving each file successively as _V1, _V2, _V3, etc. Whenever you send an updated version to your content lead, it should have a new version identifier
- E-mail your spreadsheets to Dan Farley and your content lead
- **Bold scripts** and put directions for the assessor in (parentheses)
- **Bold** the correct answer
- Make sure that the instructions you have given to the graphic designer (aka, the Student Materials) are explicit and comprehensive
- Excel Tricks: Freeze panes, Find/Replace, Split Screen, Other?
- Math Tricks:
 - Put an apostrophe (') before the entry if it starts with an = or a – (Excel thinks that these are formula commands)
 - Use ^ for exponents, e.g., x squared is x^2

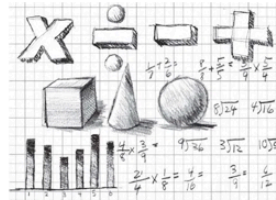
Item Development Information & Specifications

Oregon Extended Assessment *Item Development Information & Specifications* 2014-2015

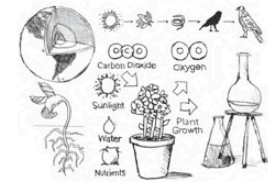
English Language Arts – Reading, Writing, & Language



Mathematics



Science



ORExt Item Development Information & Specifications

- Background (p. 2)
- RDBC (p. 2)
- EAFs (pp. 3-4)
- ORExt Test Design (pp. 4-6)
- Test Development Considerations (pp. 6-9)
- Item Specifications (pp. 10-11)
- Anticipated Accommodations (pp. 12-14)

Alignment

- The EAFs include specific targets for alignment that we believe are clear; however, ask questions if you need clarification
- If you believe that an EAF can be improved, please notify your content lead (particularly if you have determined a way to make a low level item even easier)

Item Structure & Content

- Present a single, definitive problem
- Ensure that there is a correct answer (and it is identified)
- Ensure that there are no grammatical errors

Accessibility

- Sensory
- Cognitive
- Communication
- Visual and verbal supports

Language

- Use simplified language
 - Simple sentence structure
 - Use concrete language
 - Avoid words with multiple meanings
 - Avoid the superlative (e.g., always, never)
- Avoid the use of negation
- Consider the ease with which the item can be presented in multiple communication modalities (e.g., Braille, sign language, Spanish)

Bias/Sensitivity

- Ensure that an appropriate balance of male/female names are used
- Ensure that an appropriate balance of names representing multiple ethnicities are used
- Where applicable, ensure that all regions in Oregon are represented

Avoid items that may be perceived as biased against a particular group/population/area, including, but not limited to:

- Race-ethnicity
- Gender
- Sexual orientation
- Age
- Culture
- Politics
- Religion
- Value systems
- Socio-economic status
- Region
- Stereotypes

Practice Items for Consideration

- English Language Arts (p. 6)
- Mathematics (p. 7)
- Science (p. 8)

Note: these are not perfect examples; the perfect examples are secure

Expected Accommodations

- Universal Tools
- Accommodations
- May change how you determine item complexity
 - See pages 12-14 of the *Item Information & Test Specification* document

Item Submission, Timelines, & Review

Item Submission Methods

- EAF item development templates (Excel)
 - English Language Arts
 - Mathematics
 - Science
- 12 items per standard, generally (math and science may effect a different balance to focus most on number and operations)
 - 4 low difficulty
 - 4 medium difficulty
 - 4 high difficulty
- Items will be e-mailed to the project and content area leads
 - Dan Farley – Project Lead & Math Lead (dfarley@uoregon.edu)
 - Steve Jonas – ELA Lead (sjonas@uoregon.edu)
 - Shawn Irvin – Science Lead (pirvin@uoregon.edu)

Timelines

- June 27, 20-14 – submit initial 24 items (write full set for two different standards)
 - Content lead may ask to revise and resubmit
- July 9, 2014 – submit a total of 180 items
 - Revise and resubmit, as needed, by July 18, 2014
- August 15, 2014 – submit a total of 360 items
 - Revise and resubmit, as needed, by August 31, 2014

Compensation & Payment Schedule

Compensation

- ❑ ELA fixed fee: \$1,800 (expected rate of 4 items/hr.)
- ❑ Math fixed fee: \$900 (expected rate of 8 items/hr.)
- ❑ Science fixed fee: \$1,440 (expected rate of 6 items/hr.)
- ❑ Any questions regarding compensation should be directed to Dan

Payment Schedule

- For those who keep the established timeline, payments are expected to be mailed out by
 - ½ by early August
 - ½ by early September

Item Writing Assignments

- The content lead will assign the essentialized standards that you need to write items for, either by domain (ELA/Science), grade (Math), or other logical structure
- Please work with them to ensure that you understand your assignment before you leave today's training

Next Steps

- Turn in resume (if we don't already have it), contract, and test security agreement
- Read through the standards relevant to your assignment (CCSS or NGSS)
- Read through the Item Development Information & Specifications Document
- Ensure that we have the appropriate e-mail address, phone number, and address for you
- Any questions?
- Let's get writing!