Oregon Department of Education

2014–2015 Technical Report

Oregon's Alternate Assessment System

Peer Review Documentation: Sections 1-7

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*This technical report is one of a series that describes the development of Oregon's Statewide
Assessment System. The complete set of volumes provides comprehensive documentation of the
development, procedures, technical adequacy, and results of the system.*

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Peer Review Critical Elements Reference Table

1.1 (a) Has the State formally approved/adopted, by May 2003, challenging academic content standards in reading/language arts and mathematics that – • cover each of grades 3-8 and the 10-12 grade range, *or* • if the academic content standards relate to grade ranges, include specific content expectations for each grade level?   AND (b) Are these academic content standards applied to *all* public schools and students in the State?
1.2 Has the State formally approved/adopted, academic content standards in science for elementary (grades 3-5), middle (grades 6-9), and high school (grades 10-12)? This must be completed by school year 2005-2006.
1.3 Are these academic content standards challenging? Do they contain coherent and rigorous content and encourage the teaching of advanced skills?
1.4 Did the State involve education stakeholders in the development of its academic content standards?
2.1 Has the State formally approved/adopted challenging academic achievement standards in reading/language arts and mathematics for each of grades 3 through 8 and for the 10-12 grade range? These standards were to be completed by school year 2005-2006. Has the State, through a documented and validated standards-setting process, approved/adopted <u>modified</u> academic achievement standards for eligible students with disabilities? If so, in what subjects and for which grades? Has the State approved/adopted <u>alternate</u> academic achievement standards for students with the most significant cognitive disabilities? If so, in what subjects and for which grades? Note: If alternate or modified academic achievement standards in reading/language arts or mathematics have not been develop/adopted and approved, then the alternate assessments for all students with disabilities must be held to grade-level academic achievement standards.

2.2

Has the State formally approved/adopted academic achievement descriptors in science for each of the grade spans 3-5, 6-9, and 10-12 as required by school year 2005-06?

Has the State formally approved/adopted academic achievement cut scores in science for each of the grade spans 3-5, 6-9, and 10-12 as required by school year 2007-08?

Has the State formally approved/adopted modified academic achievement standards in science? If so, for which grades?

Has the State formally approved/adopted alternate academic achievement standards for students with the most significant cognitive disabilities in science? If so, for which grades?

Note: If alternate or modified academic achievement standards in science have not been adopted and approved, then all students with disabilities must be held to grade-level academic achievement standards.

2.3

1. Do these academic achievement standards (including modified and alternate academic achievement standards, if applicable) include for each content area –
(a)   at least three levels of achievement, including two levels of high achievement (proficient and advanced) that determine how well students are mastering a State's academic content standards and a third level of achievement (basic) to provide information about the progress of lower-achieving students toward mastering the proficient and advanced levels of achievement; _and_
     descriptions of the competencies associated with each achievement level; _and_
(b)   assessment scores ("cut scores") that differentiate among the achievement levels and a rationale and procedure used to determine each achievement level?

2. If the State has adopted either modified or alternate achievement standards, has it developed guidelines for IEP teams to use in deciding when an individual student should be assessed on the basis of modified academic achievement standards in one or more subject areas, or assessed on the basis of alternate achievement standards?

2.4

With the exception of students with disabilities to whom modified or alternate academic achievement standards apply, are the grade-level academic achievement standards applied to _all_ public elementary and secondary schools and _all_ public school students in the State?**

**OSEP guidance and NCLB requirements indicate that a student placed in a private school by a public agency for the purpose of receiving special education services must be included in the State assessment and their results attributed to the public school or LEA responsible for the placement.

2.5

How has the State ensured alignment between challenging academic content standards and the academic achievement standards?

If the State has adopted modified academic achievement standards, how has the State ensured alignment between its grade-level academic content standards and the modified academic achievement standards?

If the State has adopted alternate academic achievement standards, how has the State ensured alignment between its academic content standards and the alternate academic achievement standards?

2.6

For each assessment, including alternate assessments, provide documentation of the standard setting process. Describe the selection of panelists, methodology employed, and final results.

How did the State document involvement of diverse stakeholders in the development of its academic achievement standards and its modified and/or alternate achievement standards, if any?

If the State has adopted alternate or modified academic achievement standards, did the State's standards-setting process include persons knowledgeable about the State's academic content standards and special educators who are knowledgeable about students with disabilities?

Section 3.1.   In the chart below indicate your State's current assessment system in reading /language arts and mathematics in grades 3 through 8 and for the 10-12 grade range using the abbreviations to show what type of assessments the State's assessment system is composed of: (a) criterion-referenced assessments (**CRT**); or (b) augmented norm-referenced assessments **(ANRT**) (augmented as necessary to measure accurately the depth and breadth of the State's academic content standards and yield criterion-referenced scores); or (c) a combination of both across grade levels and/or content areas. Also indicate your current assessment system in science[1] that is aligned with the State's challenging academic content and achievement standards at least once in each of the grade spans 3-5, 6-9, and 10-12. A State may have assessments in reading or language arts depending on the alignment to the State's content standards; both are not required. Please indicate, using the abbreviations shown, the grades and subject areas with availability of native language assessment **(NLA)** or various alternate assessments (**AA-GLAS** for an alternate assessment for students with disabilities based on grade-level standards; **AA-LEP** for an alternate assessment for students with limited English proficiency based on grade-level standards, **AA-MAS** for an alternate assessment for eligible students with disabilities based on modified academic achievement standards; and/or **AA-AAS** for an alternate assessment for students with the most significant cognitive disabilities based on alternate achievement standards).

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[1] Science assessments were not due until the 2007-08 school year.

3.2   If the State's assessment system includes assessments developed or adopted at both the local and State level, how has the State ensured that these local assessments meet the same technical requirements as the statewide assessments?   (a) How has the State ensured that all local assessments are aligned with the State's academic content and achievement standards?   (b) How has the State ensured that all local assessments are equivalent to one another in terms of content coverage, difficulty, and quality?   (c) How has the State ensured that all local assessments yield comparable results for all subgroups?   (d) How has the State ensured that all local assessments yield results that can be aggregated with those from other local assessments and with any statewide assessments?   How has the State ensured that all local assessments provide unbiased, rational, and consistent determinations of the annual progress of schools and LEAs within the State?
3.3   If the State's assessment system employs a matrix design—that is, multiple forms within a content area and grade level-- how has the State ensured that: (a) All forms are aligned with the State's academic content and achievement standards and yield comparable results?   (b) All forms are equivalent to one another in terms of content coverage, difficulty, and quality?   All assessments yield comparable results for all subgroups?
3.4   How has the State ensured that its assessment system will provide coherent information for students across grades and subjects?   (a) Has it indicated the relative contribution of each assessment to ensure alignment to the content standards and determining adequate yearly progress?   (b) Has the State provided a rational and coherent design that identifies all assessments, including those based on alternate achievement standards and modified achievement standards if any, to be used for AYP?   (c) If the State assessment system includes alternate assessments based on alternate or modified achievement standards, has the State provided IEP Teams with a clear description of the differences between assessments based on grade-level achievement standards, assessments based on modified academic achievement standards and assessments based on alternate achievement standards, if applicable, including any effects of State and local policies on the student's education resulting from taking an alternate assessment based on alternate or modified academic achievement standards?
3.5   If its assessment system includes various instruments (e.g., the general assessment in English and either a native-language version or simplified English version of the assessment), how does the State demonstrate comparable results and alignment with the academic content and achievement standards?

3.6

How does the State's assessment system involve multiple measures, that is, measures that assess higher-order thinking skills and understanding of challenging content?

3.7

Has the State included alternate assessment(s) for students whose disabilities do not permit them to participate in the general assessment even with accommodations?

4.1

For each assessment, including all alternate assessments, has the State documented the issue of **validity** (in addition to the alignment of the assessment with the content standards), as described in the *Standards for Educational and Psychological Testing* (AERA/APA/NCME, 1999), with respect to *all* of the following categories:

   (a) Has the State specified the purposes of the assessments, delineating the types of uses and decisions most appropriate to each? *and*
   (b) Has the State ascertained that the assessments, including alternate assessments, are measuring the knowledge and skills described in its academic content standards and not knowledge, skills, or other characteristics that are not specified in the academic content standards or grade-level expectations? *and*
   (c) Has the State ascertained that its assessment items are tapping the intended cognitive processes and that the items and tasks are at the appropriate grade level? *and*
   (d) Has the State ascertained that the scoring and reporting structures are consistent with the sub-domain structures of its academic content standards (i.e., are item interrelationships consistent with the framework from which the test arises)? *and*
   (e) Has the State ascertained that test and item scores are related to outside variables as intended (e.g., scores are correlated strongly with relevant measures of academic achievement and are weakly correlated, if at all, with irrelevant characteristics, such as demographics)? *and*
   (f) Has the State ascertained that the decisions based on the results of its assessments are consistent with the purposes for which the assessments were designed? *And*
   (g) Has the State ascertained whether the assessment produces intended and unintended consequences?

4.2

For each assessment, including all alternate assessments, has the State considered the issue of **reliability**, as described in the *Standards for Educational and Psychological Testing* (AERA/APA/NCME, 1999), with respect to *all* of the following categories:

   (a) Has the State determined the reliability of the scores it reports, based on data for its own student population and each reported subpopulation? *and*
   (b) Has the State quantified and reported within the technical documentation for its assessments the conditional standard error of measurement and student classification that are consistent at each cut score specified in its academic achievement standards? *and*
   (c) Has the State reported evidence of generalizability for all relevant sources, such as variability of groups, internal consistency of item responses, variability among schools, consistency from form to form of the test, and inter-rater consistency in scoring?

4.3

Has the State ensured that its assessment system is fair and accessible to all students, including students with disabilities and students with limited English proficiency, with respect to each of the following issues:

 (a) Has the State ensured that the assessments provide an appropriate variety of accommodations for students with disabilities? *and*
 (b) Has the State ensured that the assessments   provide an appropriate variety of linguistic accommodations for students with limited English proficiency? *and*
 (c) Has the State taken steps to ensure fairness in the development of the assessments? *And*
 (d) Does the use of accommodations and/or alternate assessments yield meaningful scores?

4.4

When different test forms or formats are used, the State must ensure that the meaning and interpretation of results are consistent.

(a) Has the State taken steps to ensure consistency of test forms over time?
(b) If the State administers both an online and paper and pencil test, has the State documented the comparability of the electronic and paper forms of the test?

4.5

Has the State established clear criteria for the administration, scoring, analysis, and reporting components of its assessment system, including all alternate assessments, and does the State have a system for monitoring and improving the on-going quality of its assessment system?

4.6

Has the State evaluated its use of accommodations?

(a) How has the State ensured that appropriate accommodations are available to students with disabilities and students covered by Section 504, and that these accommodations are used in a manner that is consistent with instructional approaches for each student, as determined by a student's IEP or 504 plan?
(b) How has the State determined that scores for students with disabilities that are based on accommodated administration conditions will allow for valid inferences about these students' knowledge and skills and can be combined meaningfully with scores from non-accommodated administration conditions?
(c) How has the State ensured that appropriate accommodations are available to limited English proficient students and that these accommodations are used as necessary to yield accurate and reliable information about what limited English proficient students know and can do?
(d) How has the State determined that scores for limited English proficiency students that are based on accommodated administration circumstances will allow for valid inferences about these students' knowledge and skills and can be combined meaningfully with scores from non-accommodated administration circumstances?

5.1

Has the State outlined a coherent approach to ensuring alignment between each of its assessments, or combination of assessments, based on grade-level achievement standards, and the academic content standards and academic achievement standards the assessment is designed to measure?

Has the State outlined a coherent approach to ensuring alignment between each of its assessments, or combination of assessments, based on modified achievement standards and the academic content standards and academic achievement standards the assessment is designed to measure?

Has the State outlined a coherent approach to ensuring alignment between each of its assessments, or combination of assessments, based on alternate achievement standards and the academic content standards and academic achievement standards the assessment is designed to measure?

5.2

Are the assessments and the standards aligned **comprehensively**, meaning that the assessments reflect the full **range** of the State's academic content standards? Are the assessments as cognitively challenging as the standards? Are the assessments and standards aligned to measure the depth of the standards? Does the assessment reflect the degree of cognitive complexity and level of difficulty of the concepts and processes described in the standards?

If the State has implemented an alternate assessment based on modified academic achievement standards, does the assessment reflect the full range of the State's academic content standards for the grade(s) tested? What changes in cognitive complexity or difficulty, if any, have been made for assessments based on modified academic achievement standards?

If the State has implemented an alternate assessment based on alternate academic achievement standards, does the assessment show a clear link to the content standards for the grade in which the students tested are enrolled although the grade-level content may be reduced in depth, breadth or complexity or modified to reflect pre-requisite academic skills?

5.3

Are the assessments and the standards aligned in terms of both **content** (knowledge) and **process** (how to do it), as necessary, meaning that the assessments measure what the standards state students should both know and be able to do?

What changes in test structure or format, if any, have been made for assessments based on modified academic achievement standards?

5.4

Do the general assessments and alternate assessments based on modified achievement standards if any, reflect the same **degree and pattern of emphasis** as are reflected in the State's academic content standards?

5.5

Do the assessments yield scores that reflect the full range of achievement implied by the State's academic achievement standards?

5.6

Assessment results must be expressed in terms of the achievement standards, not just scale scores or percentiles.

5.7

What ongoing procedures does the State use to maintain and improve alignment between the assessments and standards over time?

6.1

1. Do the State's participation data indicate that all students in the tested grade levels or grade ranges are included in the assessment system (e.g., students with disabilities, students with limited English proficiency, economically disadvantaged students, race/ethnicity, migrant students, homeless students, etc.)?

2. Does the State report separately the number and percent of students with disabilities assessed on the regular assessment without accommodations, on the regular assessment with accommodations, on an alternate assessment against grade-level standards, and, if applicable, on an alternate assessment against alternate achievement standards and/or on an alternate assessment against modified academic achievement standards?

6.2

1. What guidelines does the State have in place for including all students with disabilities in the assessment system?

(a) Has the State developed, disseminated information on, and promoted use of appropriate accommodations to increase the number of students with disabilities who are tested against academic achievement standards for the grade in which they are enrolled?

(b) Has the State ensured that general and special education teachers and other appropriate staff know how to administer assessments, including making use of accommodations, for students with disabilities and students covered under Section 504?

2. If the State has approved/adopted modified or alternate academic achievement standards for certain students with disabilities, what guidelines does the State have in place for placing those students in the appropriate assessment?

(a) Has the State developed clear guidelines for IEP Teams to apply in determining which students with disabilities are eligible to be assessed based on modified or alternate academic achievement standards?

(b) Has the State informed IEP Teams that students eligible to be assessed based on alternate or modified academic achievement standards may be from any of the disability categories listed in the IDEA?

(c) Has the State provided IEP Teams with a clear explanation of the differences between assessments based on grade-level academic achievement standards and those based on modified or alternate academic achievement standards, including any effects of State and local policies on the student's education resulting from taking an alternate based on alternate or modified standards?

(d) Has the State ensured that parents are informed that their child's achievement will be based on modified or alternate academic achievement standards and of any possible consequences resulting from LEA or State policy (e.g., ineligibility for a regular high school diploma)?

3. If the State has adopted modified academic achievement standards, do the guidelines include all required components?

(a) Criteria for IEP Teams to use to determine which students with disabilities are eligible to be assessed based on modified academic achievement standards that include, at a minimum, each of the following?
   • The student's disability has precluded the student from achieving grade-level proficiency as demonstrated by objective evidence of the student's academic performance; and
   • The student's progress to date in response to appropriate instruction, including special education and related services designed to address the student's individual needs, is such that, even if significant growth occurs, the IEP Team is reasonably certain that the student will not achieve grade-level proficiency within the year covered by the student's IEP; and
   • The student's IEP goals for subjects assessed by the statewide system are based on the academic content standards for the grade in which the student is enrolled.

(b) Has the State informed IEP Teams that a student may be assessed based on modified academic achievement standards in one or more subjects?

(c) Has the State established and monitored implementation of clear and appropriate guidelines for developing IEPs that include goals based on content standards for the grade in which a student is enrolled?

(d) Has the State ensured that students who are assessed based on modified academic achievement standards have access to the curriculum, including instruction, for the grade in which the students are enrolled?

(e) Has the State ensured that students who take an alternate assessment based on modified academic achievement standards are not precluded from attempting State diploma requirements?

(f) Has the State ensured annual IEP Team review of assessment decisions?

4. Has the State documented that students with the most significant cognitive disabilities are, to the extent possible, included in the general curriculum?

| **6.3** |
| What guidelines does the State have in place for including all students with limited English proficiency in the tested grades in the assessment system? |
| (a) Has the State made available assessments, to the extent practicable, in the language and form most likely to yield accurate and reliable information on what these students know and can do? |
| (b) Does the State require the participation of every limited English proficient student in the assessment system, unless a student has attended schools in the US for less than 12 months, in which case the student may be exempt from one administration of the State's reading/language arts assessment? |
| (c) Has the State adopted policies requiring limited English proficient students to be assessed in reading/language arts in English if they have been enrolled in US schools for three consecutive years or more? |
| **6.4** |
| What policies and practices does the State have in place to ensure the identification and inclusion of migrant and other mobile students in the tested grades in the assessment system? |
| **7.1** |
| Does the State's reporting system facilitate appropriate, credible, and defensible interpretation and use of its assessment data? |
| **7.2** |
| Does the State report participation and assessment results for all students and for each of the required subgroups in its reports at the school, LEA, and State levels? In these assessment reports, how has the State ensured that assessment results are not reported for any group or subgroup when these results would reveal personally identifiable information about an individual student? |
| **7.3** |
| How has the State provided for the production of individual interpretive, descriptive, and diagnostic reports following each administration of its assessments? |
| (a) Do these individual student reports provide valid and reliable information regarding achievement on the assessments in relation to the State's academic content and achievement standards? |
| (b) Do these individual student reports provide information for parents, teachers, and principals to help them understand and address a student's specific academic needs? Is this information displayed in a format and language that is understandable to parents, teachers, and principals and are the reports accompanied by interpretive guidance for these audiences? |
| (c) How has the State ensured that these individual student reports will be delivered to parents, teachers, and principals as soon as possible after the assessment is administered? |
| **7.4** |
| How has the State ensured that student-level assessment data are maintained securely to protect student confidentiality? |
| **7.5** |
| How has the State provided for the production of itemized score analyses so that parents, teachers, and principals can interpret and address the specific academic needs of students? |

Overview

This volume provides updated technical adequacy documentation for the Oregon Extended Assessment (ORExt), which is Oregon's alternate assessment based on alternate achievement standards (AA-AAS). The documentation includes test design and development, technical characteristics of the instruments, and its use and impact in providing proficiency data on grade level state standards as part of the mandates from No Child Left Behind (NCLB).

The ORExt assessments were redesigned in 2014-15, including a new vertical scale in Grades 3-8 in English language arts and mathematics to support eventual determinations of student growth over time. The test is aligned to new *Essentialized Standards* (ES) that are part of comprehensive *Essentialized Assessment Frameworks* (EAFs), which have been written at three levels of complexity (low, medium, and high). The ES are linked to grade level content and expectations, but systematically reduced in terms of depth, breadth, and complexity (RDBC). New items were developed in 2014-15 for the ORExt; all items are aligned to the new ES. Oregon general and special education teachers have reviewed all test items for: 1) alignment to the EAFs, 2) accessibility for students with significant cognitive disabilities, 3) sensitivity, and 4) bias. All operational items met the established criteria. See *Section 2.5* for additional information related to the comprehensive grade level standards to ES linkage, as well as alignment of items to the ES.

The new test design also includes several improvements to student access, including expanded access to read aloud for directions and prompts, presentation of one item per page, and items designed at three levels of complexity where the low level complexity items include graphic and/or object support. For assessors, the scoring process has also been simplified, with answers being either correct (1) or incorrect (0). Partial credit is no longer part of the scoring metric for the ORExt. In addition, the one item per page format not only increases student ability to focus attention, but also reduces the burden on assessors to mask items that are not being tested. The field appears to have been appreciative of the redesign, particularly the Essentialized Standards and new access and efficiency features. Comprehensive information regarding the item development process is also provided at this link:

http://www.brtprojects.org/publications/training-modules

In addition to developing and reviewing/editing over 5,000 new items, conducting an operational field test, and developing a vertical scale, the development of a new ORExt required that new AAS be developed and approved. Comprehensive Standard Setting meetings conducted on June 15-17, 2015. The Oregon State Board of Education adopted the new AAS on June 25, 2015, including new achievement level descriptors (ALDs) and cut scores for the assessments. Comprehensive Annual Measureable Objective (AMO) reports were finalized on July 10, 2015. Our efforts shift to developing curricular and instructional resources for 2015-16.

Section 1: Content Standards
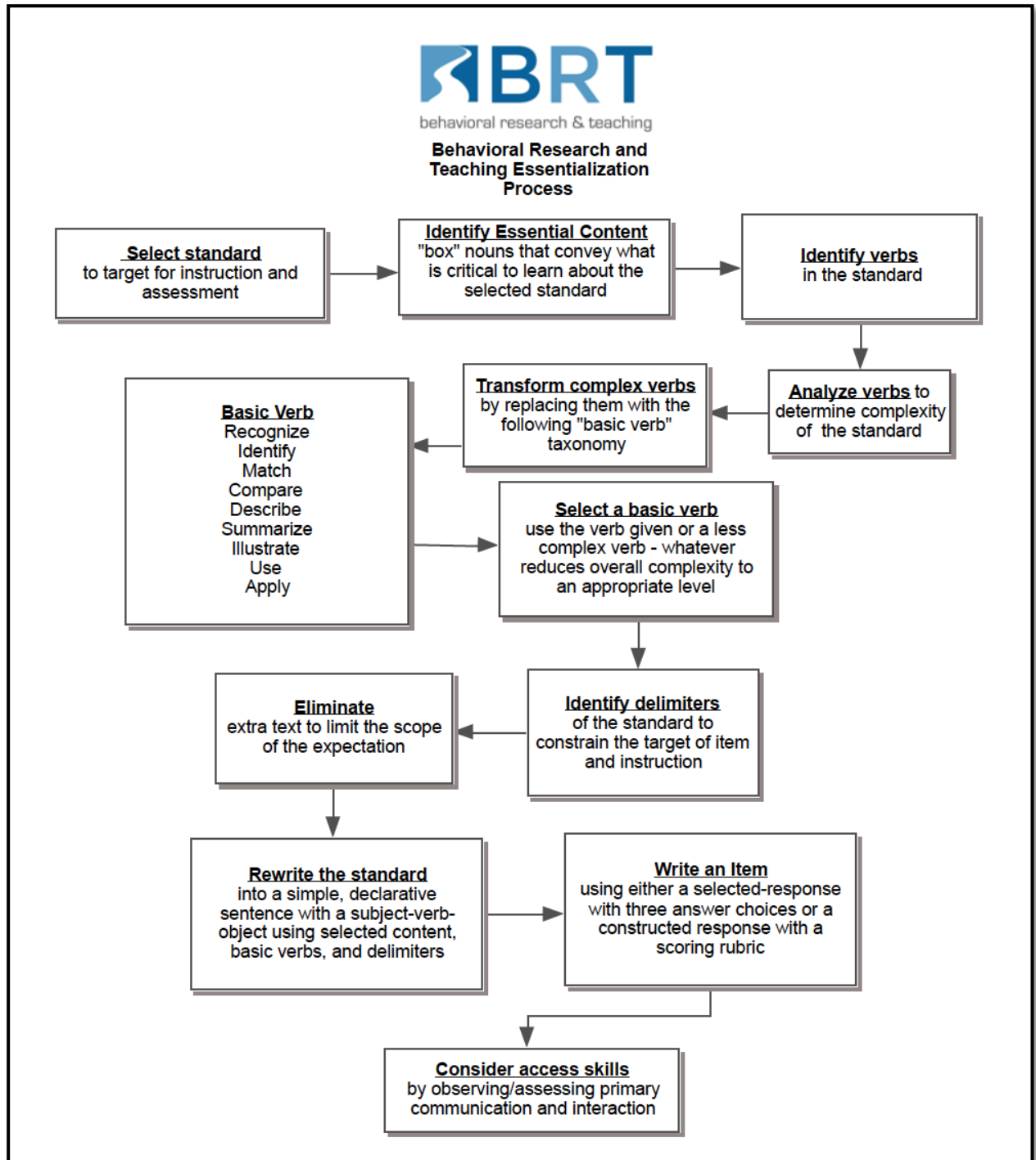
1.1 - 1.4 Content Standards
The Oregon State Board of Education (SBE) adopted new, challenging academic content standards, the Common Core State Standards (CCSS), in English language arts and mathematics in Grades K-12 on October 28, 2010. These CCSS are utilized for all students in Oregon's public schools. Oregon was actively involved in the development of the CCSS, as the Oregon Department of Education (ODE), the Educational Enterprise Steering Committee (EESC), Oregon's Education Service Districts, and school district representatives provided feedback on the draft CCSS standards. Teacher involvement in the development process is also documented by the National Governor's Association (NGA) and Council of Chief State School Officers (CCSSO), the groups responsible for leading the development process.

Similarly, the SBE adopted the Next Generation Science Standards (NGSS) on March 6, 2014. The NGSS establish learning targets for all students in Oregon's public schools in Grades K-12. The ODE and the Oregon Science Content and Assessment Panel provided direct feedback related to the NGSS. The NGSS are being phased in over time instructionally, so students are being assessed relative to the Oregon Science (ORSci) standards that were adopted in 2009.

The new ORExt is linked directly to the CCSS in English language arts (reading, writing, & language) and mathematics. The ORExt is dually linked to the ORSci as well as the NGSS. The assessments were administered in the 2014-15 school year in ELA and math in Grades 3-8 and once in Grade 11; science is assessed in Grades 5, 8, & 11:

Content Area	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
English language arts	X	X	X	X	X	X	X
Mathematics	X	X	X	X	X	X	X
Science			X			X	X

The new *Essentialized Assessment Frameworks* (EAFs) are publicly available at the link provided above in the *Essentialized Assessment Frameworks* section. A User Guide is provided to instruct educators regarding the intended uses of the *Essentialized Standards* (ES), including the development of Present Levels of Academic Achievement and Functional Performance (PLAAFP) and Individualized Education Program (IEP) goals and objectives. The basic essentialization process employed to generate essentialized standards and write aligned iteme for the ORExt is outlined below. The process can also be used to support the development of curricular and instructional materials, founded in research-based pedagogy.

BRT
behavioral research & teaching

Behavioral Research and Teaching Essentialization Process

Select standard
to target for instruction and assessment

→

Identify Essential Content
"box" nouns that convey what is critical to learn about the selected standard

→

Identify verbs
in the standard

↓

Analyze verbs to determine complexity of the standard

←

Transform complex verbs
by replacing them with the following "basic verb" taxonomy

←

Basic Verb
Recognize
Identify
Match
Compare
Describe
Summarize
Illustrate
Use
Apply

→

Select a basic verb
use the verb given or a less complex verb - whatever reduces overall complexity to an appropriate level

↓

Identify delimiters
of the standard to constrain the target of item and instruction

←

Eliminate
extra text to limit the scope of the expectation

↓

Rewrite the standard
into a simple, declarative sentence with a subject-verb-object using selected content, basic verbs, and delimiters

→

Write an Item
using either a selected-response with three answer choices or a constructed response with a scoring rubric

↓

Consider access skills
by observing/assessing primary communication and interaction

Section 2: A Single Statewide Assessment of Challenging Academic Achievement Standards Applied to all Public Schools and LEAs

2.1 & 2.2 Content Standards and Alternate Achievement Standards (AAS)

The Oregon Extended assessment (ORExt), Oregon's Alternate Assessment based on Alternate Achievement Standards (AA-AAS), is part of the Oregon Statewide Assessment System. The ORExt is administered to Oregon students with the most significant cognitive disabilities (SWSCDs) in English language arts and mathematics in Grades 3-8 and 11. The ORExt is administered in science in Grades 5, 8, & 11. The ORExt links to the CCSS in English language arts and mathematics. The new ORExt is dually linked to Oregon's former science standards, as well as to the NGSS. Results from the English language arts and math administrations are included in calculations of participation and performance for Annual Measureable Objectives (AMO) – a provision of the No Child Left Behind Act (NCLB). Science participation is also included as part of the Title 1 Assessment System requirements, and is administered in grades 5, 8, & 11.

The academic achievement standards in English language arts, mathematics, and science for the ORExt, including the achievement level descriptors (ALDs) and cut scores, were established during standard setting meetings held on June 15 (science), 16 (mathematics), and 17 (English language arts). The State Board of Education adopted the AAS and ALDs on June 25, 2015. The AAS, including both the ALDs and the requisite cut scores, can be found at the following link, within the Achievement/Performance Standards section:

http://www.ode.state.or.us/search/results/?id=178

The revised ORExt is built upon a vertical scale in order to support reliable determinations of annual academic growth in ELA and mathematics in Grades 3-8. The complete vertical scaling plan and operational item selection decision rules are located in *Appendix 2.2*.

2.3 Levels of Achievement & Cut Scores

The alternate achievement standards in Oregon are composed of four levels (though only three are required). In descending order, they are (a) Level 1, (b) Level 2, (c) Level 3, and (d) Level 4. Level 1 and Level 2 performances represent proficient achievement, while the bottom two levels represent achievement that is not yet proficient. The procedures followed to develop Oregon's alternate achievement standards were consistent with Title 1 assessment system requirements, including the establishment of cut scores, where relevant. In order to define four levels of proficiency, Oregon set three cut scores across all subject areas: (a) to separate Level 1 from Level 2, (b) to separate Level 2 from Level 3, and, (c) to separate Level 3 from Level 4.

2.4 Same Standards Applied to All
This expectation applies only to general education assessments, by definition.

2.5 Alignment Between AAS and Content Standards
Oregon educators initially evaluated new Oregon *Essentialized Assessment Frameworks* in two respects. First, educators were asked to determine the appropriateness of the standards selected for inclusion and exclusion in the *Essentialized Standards* (yes/no). Second, the level of linkage between the *Essentialized Standards* and grade level content standard was evaluated (0 = no link, 1 = sufficient link, 2 = strong link). Summary results are provided in the tables below. A comprehensive essentialized standard to grade level standard linkage study, as well as essentialized standard to item alignment study, is provided in Appendix 2.5.

English language arts

Grade	# Essentialized Standards	# Raters	Ave. Linkage Rating (0-2)*	Ave. Agreement with Essentialization (0-6)*
3	27 (38)	6	1.74 (10)	5.68 (21)
4	30 (40)	6	1.78 (15)	5.77 (25)
5	28 (39)	6	1.73 (12)	5.79 (23)
6	25 (37)	6	1.80 (12)	5.76 (19)
7	24 (36)	6	1.77 (10)	5.79 (19)
8	25 (36)	6	1.79 (12)	5.80 (21)
11	24 (36)	6	1.82 (12)	5.79 (19)

Note. * Count of perfect ratings/agreement across all raters (in parenthetical) relative to number of essentialized standards.

Mathematics

Grade	# Essentialized Standards	# Raters	Ave. Linkage Rating (0-2)*	Ave. Agreement with Essentialization (0-3)*
3	22 (33)	3	2.00 (22)	2.77 (17)
4	26 (34)	3	1.99 (25)	2.81 (21)
5	23 (34)	3	1.99 (22)	2.78 (18)
6	27 (41)	3	1.98 (21)	2.68 (15)
7	20 (36)	3	1.95 (17)	2.90 (18)
8	19 (33)	3	1.96 (17)	2.37 (7)
11	23 (179)	3	2.00 (23)	2.52 (12)

Note. * Count of perfect ratings/agreement across all raters (in parenthetical) relative to number of essentialized standards.

Science

Grade	# Essentialized Standards	# Raters	Ave. Linkage Rating (0-2)*	Ave. Agreement with Essentialization (0-4)*
5	15 (16)	4	1.92 (10)	3.93 (14)
8	24 (59)	4	1.97 (21)	4.00 (24)
11	24 (71)	4	1.98 (22)	3.83 (20)

Note. * Count of perfect ratings/agreement across all raters (in parenthetical) relative to number of essentialized standards.

2.6 Standard Setting

Standard Setting meetings were held at the University of Oregon in Eugene, OR on June 15, 2015 (Science), June 16, 2015 (Mathematics), and June 17, 2015 (English language arts). A total of 53 standard setters were involved in the process: 11 in Science, and 21 in both English language arts and Mathematics. Panelists were assembled in grade level teams of three, where two members were special educators and one member was a content specialist.

The panelists were highly educated. Over 90% of the panel possessed a Master's degree or higher. Fifty seven (57%) percent of the panelists had over 11 years of teaching experience. Seventy-six percent (76%) of the panelists had some experience working with students with significant cognitive disabilities with 64% licensed as Special Educators. The majority of panel members were female (87%), from the Northwest of the state (87%), and White (83%). No panel member self-identified with Oregon's major minority population (Hispanic).

In addition to the live training during standard setting meetings, panelists were asked to complete several training requirements prior to the standard setting meetings, which oriented them to the student population of students with significant cognitive disabilities (SWSCDs), the Oregon Extended Assessment test design and history, as well as the bookmarking standard setting method. Panelists were quite confident in their preparation and final judgments, as evidenced by responses to the questions: (a) " The training helped me understand the bookmark method and how to perform my role as a standard setter." (b) "I am confident about the defensibility and appropriateness of the final recommended cut scores." and, (c) "Overall, I am confident that the standard setting procedures allowed me to use my experience and expertise to recommend cut scores for the ORExt." The hearty majority of standard setters strongly agreed with these statements, while all participants agreed.

The nine-step process implemented for these standard setting meetings was based on Hambleton & Pitoniak (2006) as reported R.L. Brennan's *Educational Measurement*, 4th Edition (pp. 433-470). Standard setting evaluation questions posed to participants were adapted from Cizek's *Setting Performance Standards* (2012). Standard setters set cut scores and recommended Achievement Level Descriptors (ALDs) for the Oregon State Board of

Education to consider. The cut scores were articulated to reflect vertical development, or at least maintenance, of expectations across grades in a manner that respected standard setter judgments to the greatest possible degree. There were six changes made in ELA and Mathematics. Science is not built upon a vertical scale, so no cut score adjustments were necessary in Science. The cut scores are listed below.

English language arts (ELA)

Grade	Level 1	Level 2	Level 3	Level 4
3	191 or below	192 - 212	213 - 227	228 or above
4	199 or below	200 - 212	213 - 227	228 or above
5	201 or below	202 - 219	220 - 231	232 or above
6	204 or below	205 - 219	220 - 232	233 or above
7	207 or below	208 - 221	222 - 235	236 or above
8	212 or below	213 - 223	224 - 235	236 or above
11	898 or below	899 - 919	920 - 926	927 or above

Mathematics

Grade	Level 1	Level 2	Level 3	Level 4
3	191 or below	192 - 200	201 - 217	218 or above
4	192 or below	193 - 205	206 - 218	219 or above
5	192 or below	193 - 205	206 - 219	220 or above
6	203 or below	204 - 207	208 - 221	222 or above
7	206 or below	207 - 208	209 - 222	223 or above
8	207 or below	208 - 211	212 - 225	226 or above
11	900 or below	901 - 906	907 - 921	922 or above

Science

Grade	Level 1	Level 2	Level 3	Level 4
5	505 or below	506 - 516	517 - 529	530 or above
8	809 or below	810 - 819	820 - 830	831 or above
11	900 or below	901 - 913	914 - 928	929 or above

Note: The ELA and Math vertical scales for the ORExt are centered on 200 in grades 3-8 and can be used to document year-to-year growth. None of the other scales should be used for longitudinal comparisons. All Grade 11 scales are independent and centered on 900. The grade 5 Science scale is independent and centered on 500, while the Grade 8 Science scale is independent and centered on 800. An independent auditor evaluated the bookmarking standard setting process. The auditor's comprehensive report can be found in Appendix 2.6.

Section 3: A Single Statewide System of Annual High-Quality Assessments

3.1 Grades and Content Assessed
The evidence for this section is not included as part of this technical report.

3.2 Local Assessments
Oregon administers only statewide assessments and does not therefore need to establish comparability with local assessments.

3.3 Matrix Design
Oregon does not employ a matrix design. In addition, the new test design for the Oregon Extended Assessment has only one test format, patterned after the former "Scaffold" version of the assessment. There are thus no technical concerns related to test version consistency.

3.4 Coherent Information
Oregon has provided documentation of 3.4(a), (b), and (c) in prior submissions, outlining the differences among its statewide assessments. OARExt assessment results continue to be used for Annual Measurable Objective (AMO) determinations in English language arts and math.

3.5 Comparable Results
Though possible to translate into any language of instruction as an accommodation, the ORExt assessment is published exclusively in English. Form comparability based upon language is therefore not required.

3.6 Multiple Measures
The ORExt assessment is built upon a variety of items that address a wide range of performance expectations rooted in the CCSS, NGSS, and ORSci content standards. The challenge built into the test design is based first upon the content within each standard in English language arts, mathematics, and science. That content is RDBC in a manner that is verified by Oregon general and special education teachers to develop assessment targets that are appropriate for students with the most significant cognitive disabilities. Our assessments utilize universal design principles in order to include all students in the assessment process, while effectively challenging the higher performing students. For students who have very limited to no communication and are unable to access even the most accessible items on the ORExt, an Observational Rating Assessment (ORA) is being developed that will be implemented in 2015-16. The ORA is completed by teachers and documents the student's level of communication complexity (expressive and receptive), as well as level of independence in the domains of attention/joint attention and mathematics.

3.7 Alternate Assessments
Oregon has an AA-AAS. Documentation of the procedures by which the new assessments and achievement standards were developed is provided in this technical report. Oregon does not have an AA-MAS, nor does it plan to develop and AA-MAS.

Section 4: Technical Quality
4.1 Validity

As elaborated by Messick (1989)[2], the validity argument involves a claim with evidence evaluated to make a judgment. Three essential components of assessment systems are necessary: (a) constructs (what to measure), (b) the assessment instruments and processes (approaches to measurement), and (c) use of the test results (for specific populations). Validation is a judgment call on the degree to which each of these components is clearly defined and adequately implemented.

Validity is a unitary concept with multifaceted processes of reasoning about a desired interpretation of test scores and subsequent uses of these test scores. In this process, we want answers for two important questions. Regardless of whether the students tested have disabilities, the questions are identical: (1) How valid is our interpretation of a student's test score? and (2) How valid is it to use these scores in an accountability system? Validity evidence may be documented at both the item and total test levels. We use the *Standards[3]* (AERA et al., 1999) in documenting evidence on content coverage, response processes, internal structure, and relations to other variables. This document follows the essential data requirements of the federal government as needed in the peer review process.[4] The critical elements highlighted in Section 4 in that document (with examples of acceptable evidence) include (a) academic content standards, (b) academic achievement standards, (c) a statewide assessment system, (d) reliability, (e) validity, and (f) other dimensions of technical quality.

Given the content-related evidence that we present related to test development, training, administration, scoring, the reliability information reflected by adequate coefficients for tests, and, finally, the relation of tests across subject areas (providing criterion-related evidence), we conclude that the alternate assessment judged against alternate achievement standards allows valid inferences to be made on state accountability proficiency standards.

Demographics

The full ethnic and disability demographics for students taking the ORExt are reported below. Students ethnicity/race was reported in seven categories: (a) Asian, (b) American Indian/Alaskan Native, (c) Black or African-American, (d) Native Hawaiian or Other Pacific Islander, (e) Hispanic, (f) White, or (g) Multi-ethnic. The majority of students were reported as White.

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[2] Messick, S. (1989). Validity. In R. L. Linn (Ed.), *Educational measurement* (3rd ed., pp. 13-103). New York: American Council on Education.

[3] American Educational Research Association (AERA), American Psychological Association, & National Council on Measurement in Education (1999). *Standards for educational and psychological testing.* Washington, DC: AERA.

[4] U. S. Department of Education (2004). *Standards and Assessments Peer Review Guidance: Information and Examples for Meeting Requirements of the No Child Left Behind Act of 2001*

Ethnicity/Race

English language arts

Variable	Asian	American Indian/ Alaskan Native	Black or African- American	Native Hawaiian or Other Pacific Islander	Hispanic	White	Multi- ethnic
N-size	192	169	225	43	1,888	3,748	362
Percentage	3.0	2.6	3.4	0.6	28.5	56.6	5.5

Mathematics

Variable	Asian	American Indian/ Alaskan Native	Black or African- American	Native Hawaiian or Other Pacific Islander	Hispanic	White	Multi- ethnic
N-size	188	167	233	42	1,722	3,666	346
Percentage	3.0	2.6	3.7	0.7	27.1	57.6	5.4

Science

Variable	Asian	American Indian/ Alaskan Native	Black or African- American	Native Hawaiian or Other Pacific Islander	Hispanic	White	Multi- ethnic
N-size	74	49	68	*	476	1,239	97
Percentage	3.7	2.4	3.4	*	23.7	61.6	4.8

*Note. *n* < 40*

Student reported disabilities included Intellectual Disability (ID), Hearing Impairment (HI), Visual Impairment (VI), Deaf-Blindness (DB), Communication Disorder (CD), Emotional Disturbance (ED), Orthopedic Impairment (OI), Traumatic Brain Injury (TBI), Other Health Impairment (OHI), Autism Spectrum Disorder (ASD), and Specific Learning Disability (SLD). The majority of students who participated in the ORExt were students with ID (25.1-34.0%) and students with ASD (23.1-26.6%), followed by students with SLD (9.9-18.8%) or OHI (13.5-14.4%), depending upon the content area.

Disability

English language arts

Variable	ID	HI	VI	DB	CD	ED	OI	TBI	OHI	ASD	SLD
N-size	1,592	82	*	*	635	234	182	*	890	1,462	1,192
Percent- age	25.1	1.3	*	*	10.0	3.7	2.9	*	14.0	23.1	18.8

*Note. *n* < 40*

Mathematics

Variable	ID	HI	VI	DB	CD	ED	OI	TBI	OHI	ASD	SLD
N-size	1,624	77	*	*	588	223	182	*	876	1,484	963
Percent-age	26.7	1.3	*	*	9.7	3.7	3.0	*	14.4	24.4	15.8

*Note. *n* < 40*

Science

Variable	ID	HI	VI	DB	CD	ED	OI	TBI	OHI	ASD	SLD
N-size	656	*	*	*	137	62	71	*	260	513	192
Percent-age	34.0	*	*	*	7.1	3.2	3.7	*	13.5	26.6	9.9

*Note. *n* < 40*

Descriptive Statistics

Items on all assessments were scored on a 2-point scale, where 1 point was awarded for a correct response and 0 points were awarded for an incorrect response. Plots are provided for each content area and grade level, including the distributions, person abilities, and item difficulties in *Appendix 4.1.9*. In general, the descriptive statistics suggest that the test had an appropriate range of item difficulties represented, from easy to difficult, with item difficulties ranging from -2.0 to +4.0 on the Rasch scale. The ELA assessment was composed of a percentage of items deemed by our evaluation team to be insufficiently challenging and our field test items will include more challenging items next year. This was true of science to a lesser degree as well. However, this interpretation is complicated by the acknowledgement that some students may not be appropriately participating in the ORExt, as evidenced by the percentages of students who have SLD or CD participating in the ORExt. This concern has led to a revision of the eligibility criteria used by IEP teams to make test participation decisions in Oregon for the 2015-16 school year. Summary statistics are provided in the tables below.

English language arts

	Person Ability		Item Difficulty	
Grade	*Mean*	*SD*	*Mean*	*SD*
3	1.91	2.46	1.24	0.87
4	2.27	2.36	1.35	0.88
5	2.49	2.48	1.42	0.93
6	2.61	2.40	1.63	0.79
7	2.65	2.48	1.83	0.83
8	2.54	2.41	2.14	0.68
11	2.24	2.86	1.39	0.78

Mathematics

	Person Ability		Item Difficulty	
Grade	*Mean*	*SD*	*Mean*	*SD*
3	0.13	2.08	0.70	0.94
4	0.46	1.98	1.05	0.97
5	0.54	1.80	1.57	1.29
6	0.76	1.77	1.82	0.92
7	0.80	1.87	1.46	0.97
8	0.78	1.72	2.22	0.81
11	0.36	2.11	1.37	0.89

Science

	Person Ability		Item Difficulty	
Grade	*Mean*	*SD*	*Mean*	*SD*
5	1.77	2.53	1.39	0.82
8	2.19	2.57	1.39	0.83
11	2.07	2.78	1.39	0.98

Observed Means

The following tables provide information regarding observed means and standard deviations by content area and grade level. The Grade 3-8 English language arts and mathematics scaled scores are centered on 200, while all Grade 11 scores are centered on 900 (to reinforce that they are not on the vertical scale). Science is centered on 500 at Grade 5 and centered on 800 at Grade 8. The vertically scaled scores generally convey incremental gains in achievement across grade levels, though the results suggest small losses appearing at Grade 8 in ELA and mathematics. These scales were selected to clearly dileneate which scores are on the same scale and also to differentiate among the statewide assessments in use to avoid confusion (i.e., SBA, OAKS, ORExt, ELPA, KA).

	ELA		Math		Science	
Grade	*Mean*	*SD*	*Mean*	*SD*	*Mean*	*SD*
3	219.3	24.6	201.5	20.8		
4	222.8	23.6	204.8	19.8		
5	224.9	25.0	205.3	18.1	517.6	25.6
6	226.3	24.0	207.7	17.7		
7	226.4	25.0	207.9	19.0		
8	225.4	24.1	207.8	17.3	822.1	25.8
11	922.5	28.5	903.8	21.1	920.8	27.7

Observed Means Reported by Disability Status

The following tables provide information regarding average student performance by grade level and disability category in each of the content areas assessed on the ORExt. Students with SLD were generally the highest performing group, though students with CD and ED performed higher at certain grade levels/content areas. The lowest performing group is consistently students with OI, followed by students with ID.

English Language Arts

Disability	Grade						
	3	**4**	**5**	**6**	**7**	**8**	**11**
ID	204.5	209.8	214.6	216.7	220.7	217.4	917.9
HI	211.5	216.1	220.9	220.2	218.7	234.3	927.8
VI	*	*	*	*	*	*	*
DB	*	*	*	*	*	*	*
CD	225.8	230.3	233.8	237.7	239.6	239.8	940.4
ED	235.4	235.3	237.7	233.4	243.1	230.7	943.3
OI	177.4	185.9	185.3	191.8	196.2	204.6	896.6
TBI	*	*	*	*	*	*	*
OHI	222.1	224.4	228.1	236.1	235.3	236.6	933.0
ASD	211.0	214.8	216.3	218.1	215.5	221.3	918.1
SLD	234.1	236.6	241.9	241.2	244.0	241.0	942.8

Note. *n* < 40

Mathematics

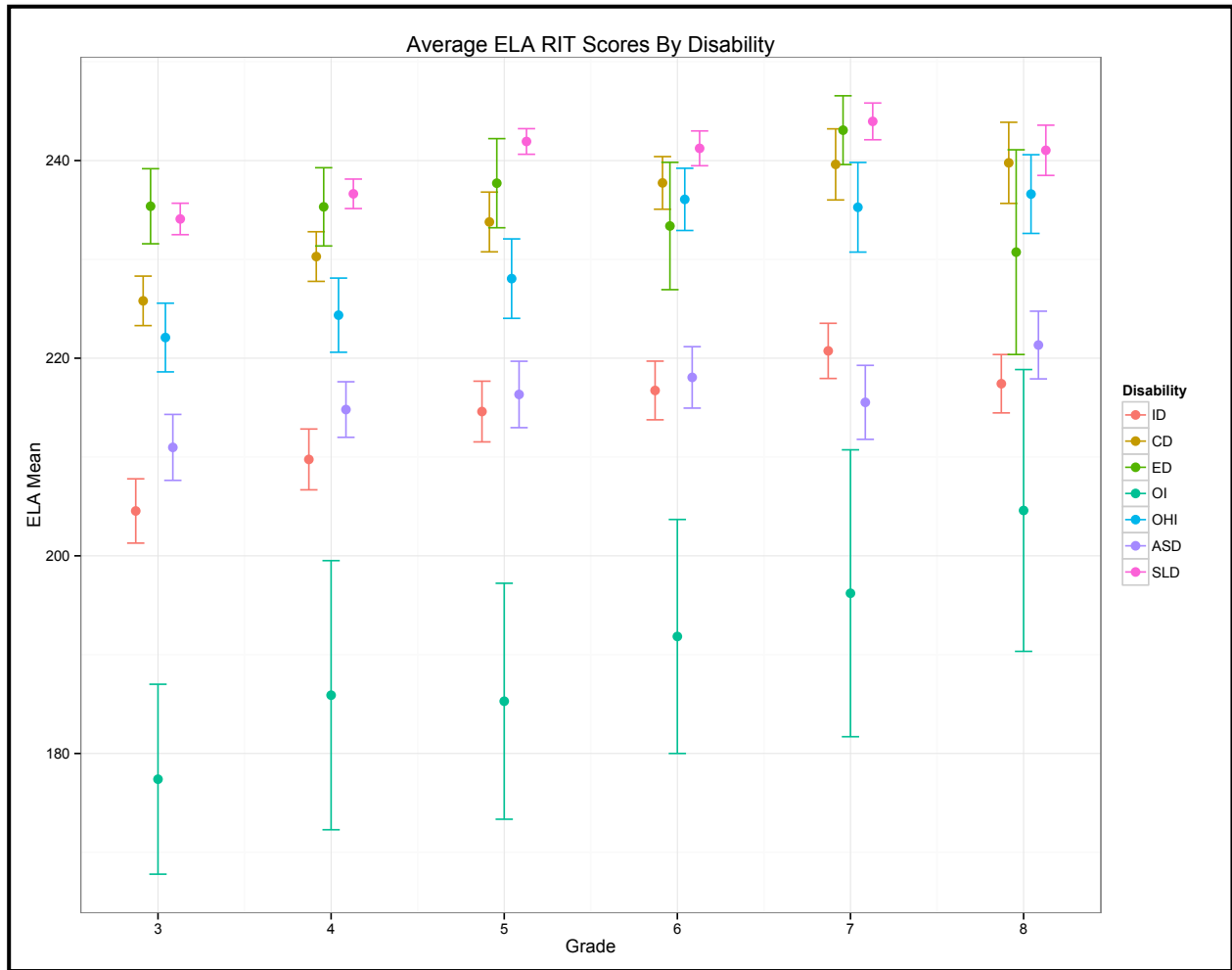| Disability	Grade						
	3	**4**	**5**	**6**	**7**	**8**	**11**
ID	191.6	195.0	200.1	200.8	203.6	201.8	898.5
HI	196.8	206.5	201.4	205.2	214.9	208.7	912.2
VI	*	*	*	*	*	*	*
DB	*	*	*	*	*	*	*
CD	209.3	213.0	210.4	213.7	217.2	215.9	914.9
ED	219.6	215.2	214.1	211.6	217.0	217.8	920.6
OI	171.7	174.9	178.4	186.6	186.9	192.5	882.6
TBI	*	*	*	*	*	*	*
OHI	203.8	205.4	207.6	213.3	213.7	213.3	911.4
ASD	195.7	200.0	200.8	204.3	201.6	207.1	900.9
SLD	213.8	217.6	217.0	217.8	219.6	218.3	919.3

Note. *n* < 40

Science

Disability	Grade		
	5	**8**	**11**
ID	513.2	814.8	916.9
HI	*	*	*
VI	*	*	*
DB	*	*	*
CD	530.8	835.3	933.4
ED	538.4	837.2	941.4
OI	488.0	793.9	891.6
TBI	*	*	*
OHI	522.7	833.2	933.3
ASD	507.8	820.0	915.8
SLD	536.5	840.2	942.1

*Note. *n* < 40*

Graphs of Observed Means By Disability

The graphs below convey information similar to that shared above in graphic form. The graphics include 95% confidence interval error bars, so determining which subgroups performed in a manner that is significantly better than others is readily apparent by looking at the location of the error bars. Error bars that do not overlap in terms of the *y*-scale are significantly different. Students with OI are again conveyed as being the lowest performing group, being significantly outperformed by all other subgroups. Students with SLD are consistently outperforming most peers, with students with ED and CD performing at similarly high levels. Only students who generally had more than 20 members at each grade level are reported. This required the removal of graphs for students in the HI, VI, DB, and TBI categories.

English language arts Grades 3-8
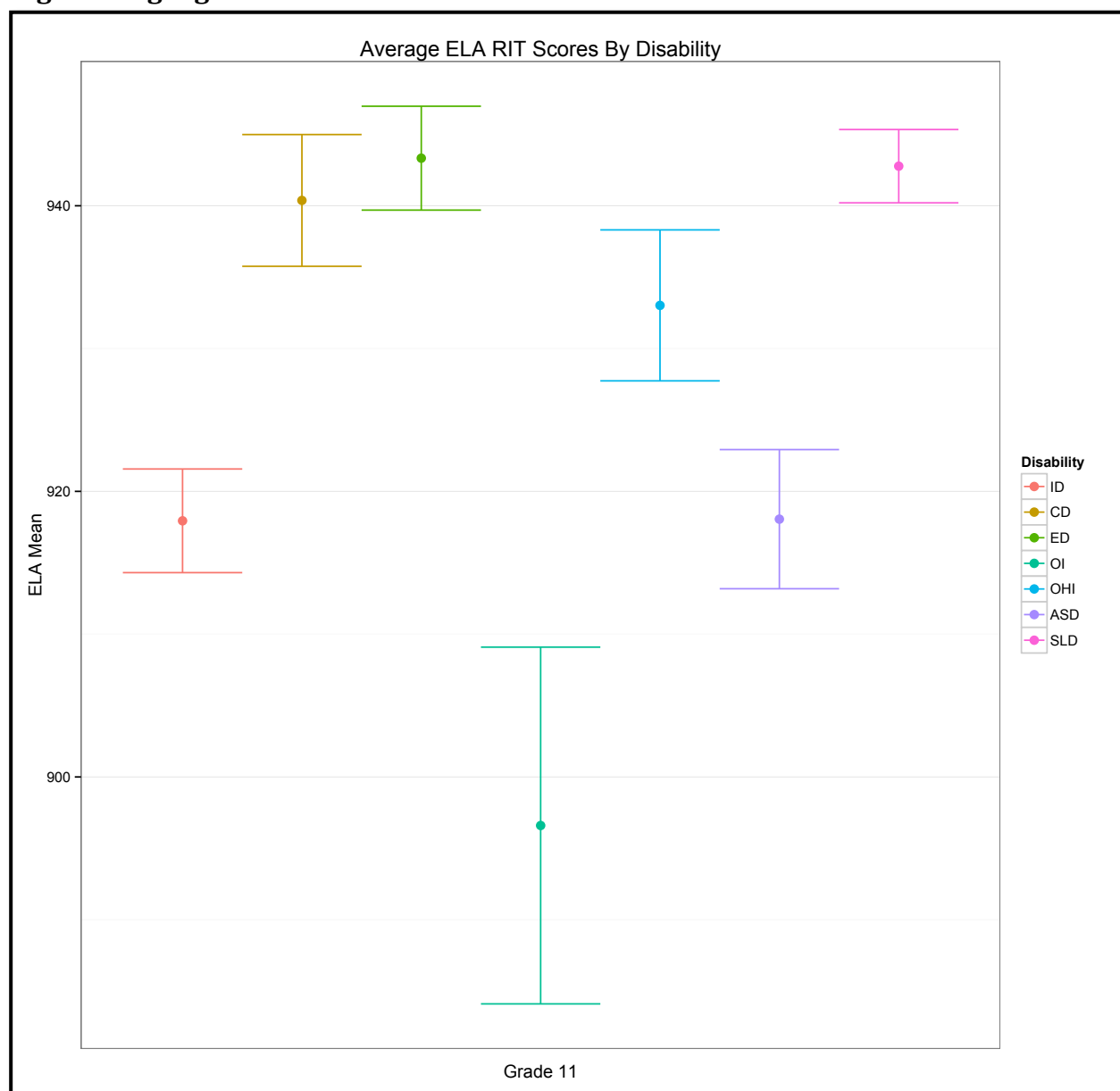
Average ELA RIT Scores By Disability

English language arts Grade 11

Average ELA RIT Scores By Disability

Mathematics Grades 3-8

Average Math RIT Scores By Disability

Mathematics Grade 11

Average Math RIT Scores By Disability

Science Grade 5

Average Science RIT Scores By Disability

Science Grade 8

Average Science RIT Scores By Disability

Science Grade 11

Average Science RIT Scores By Disability
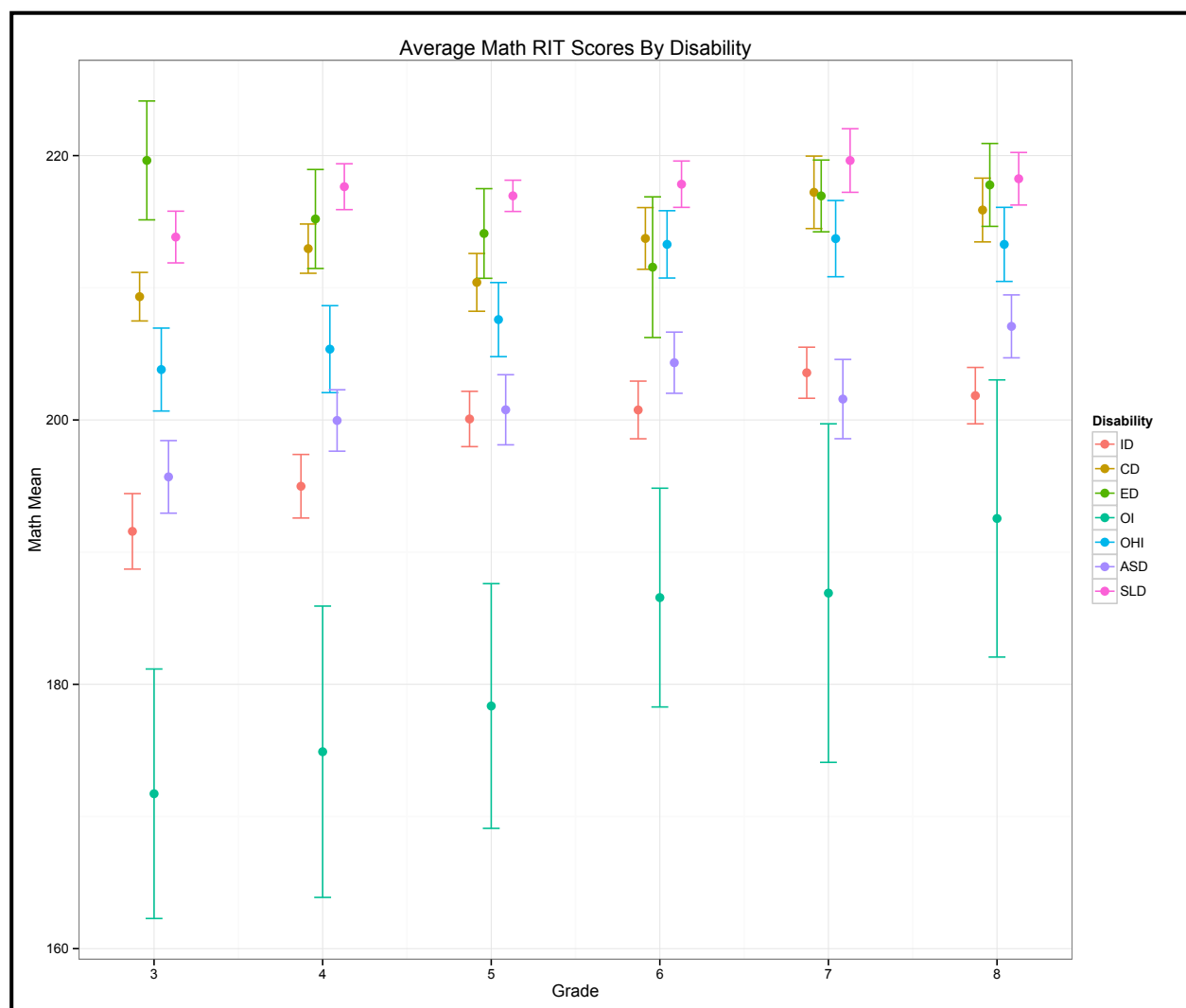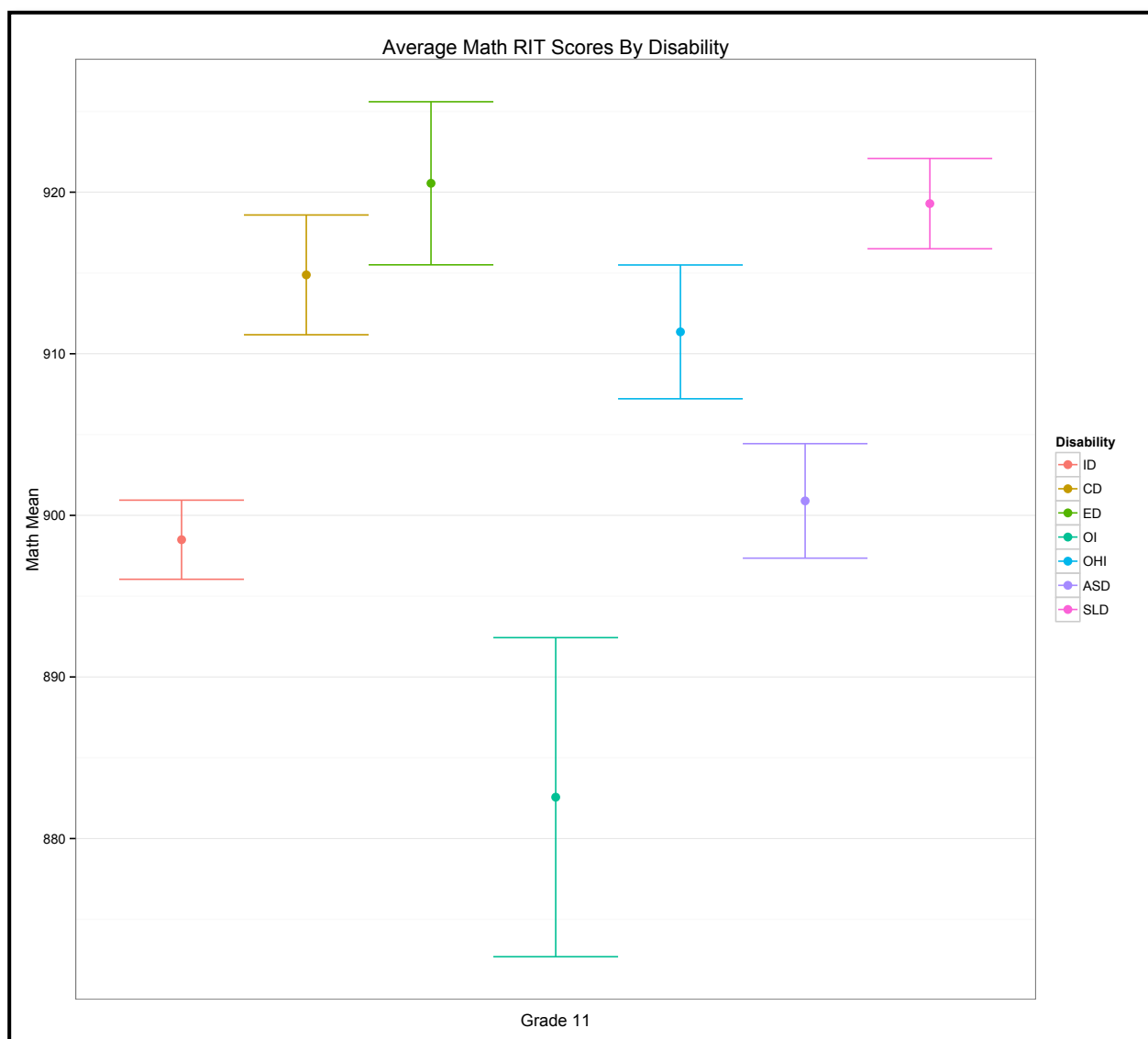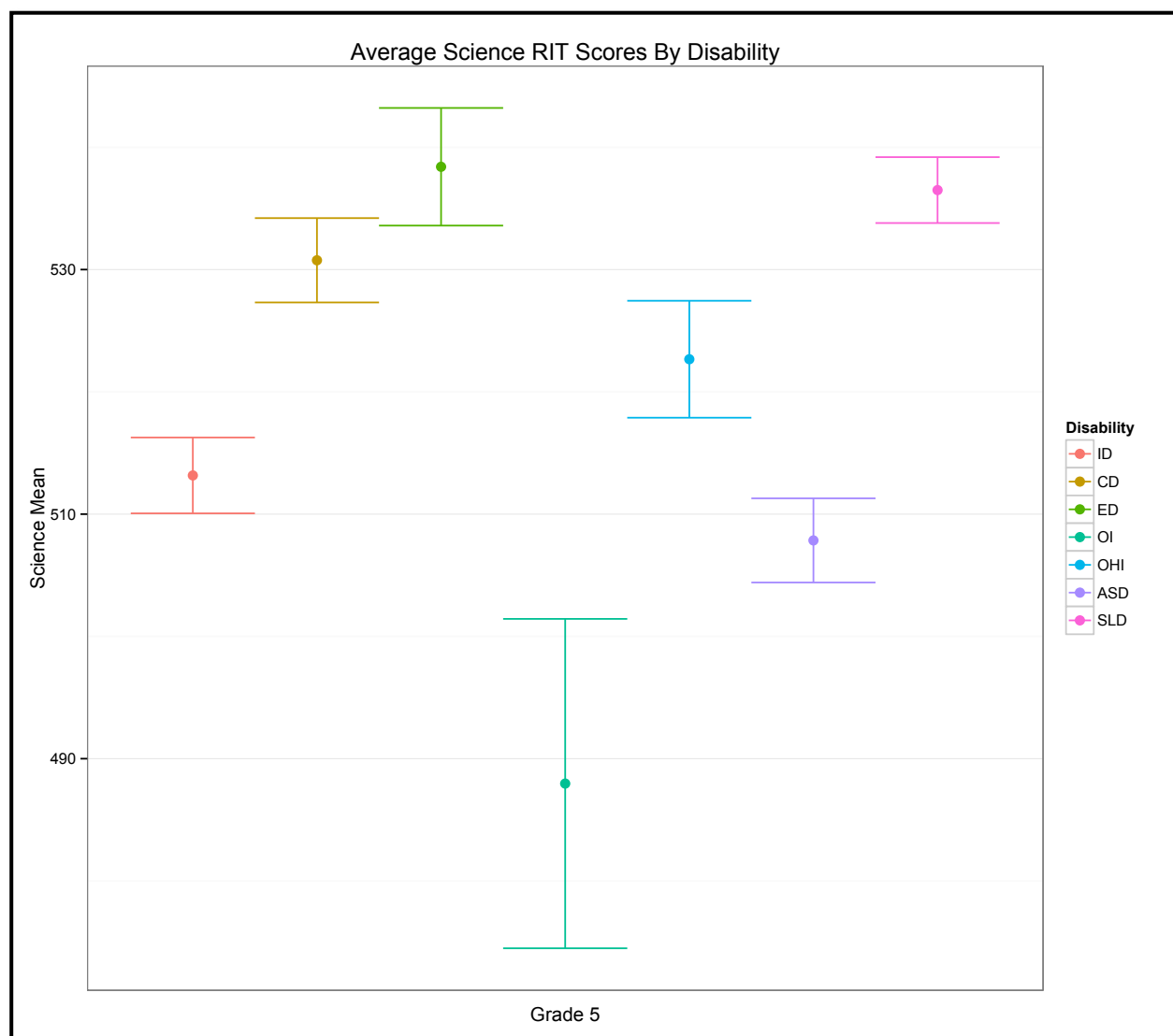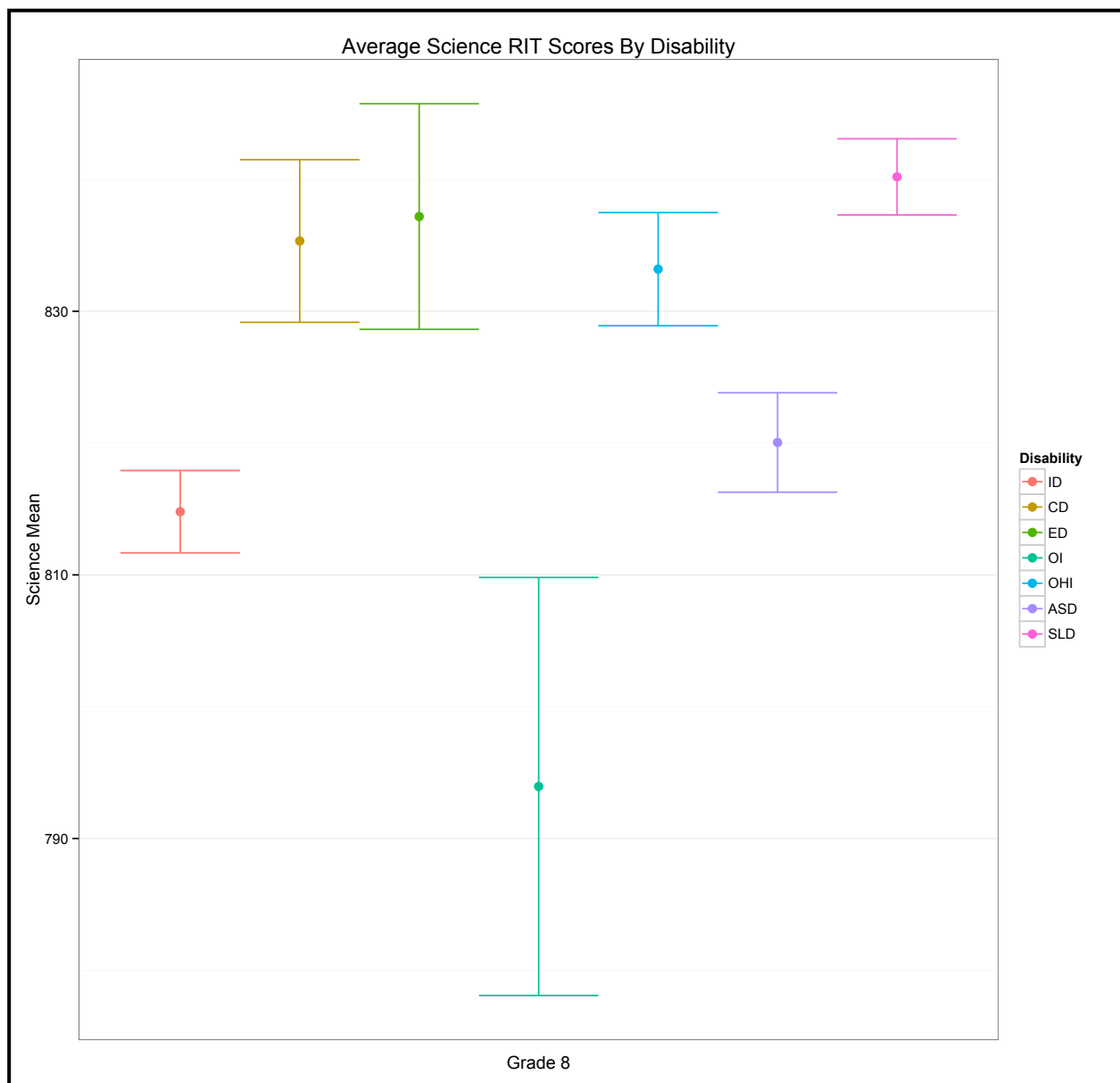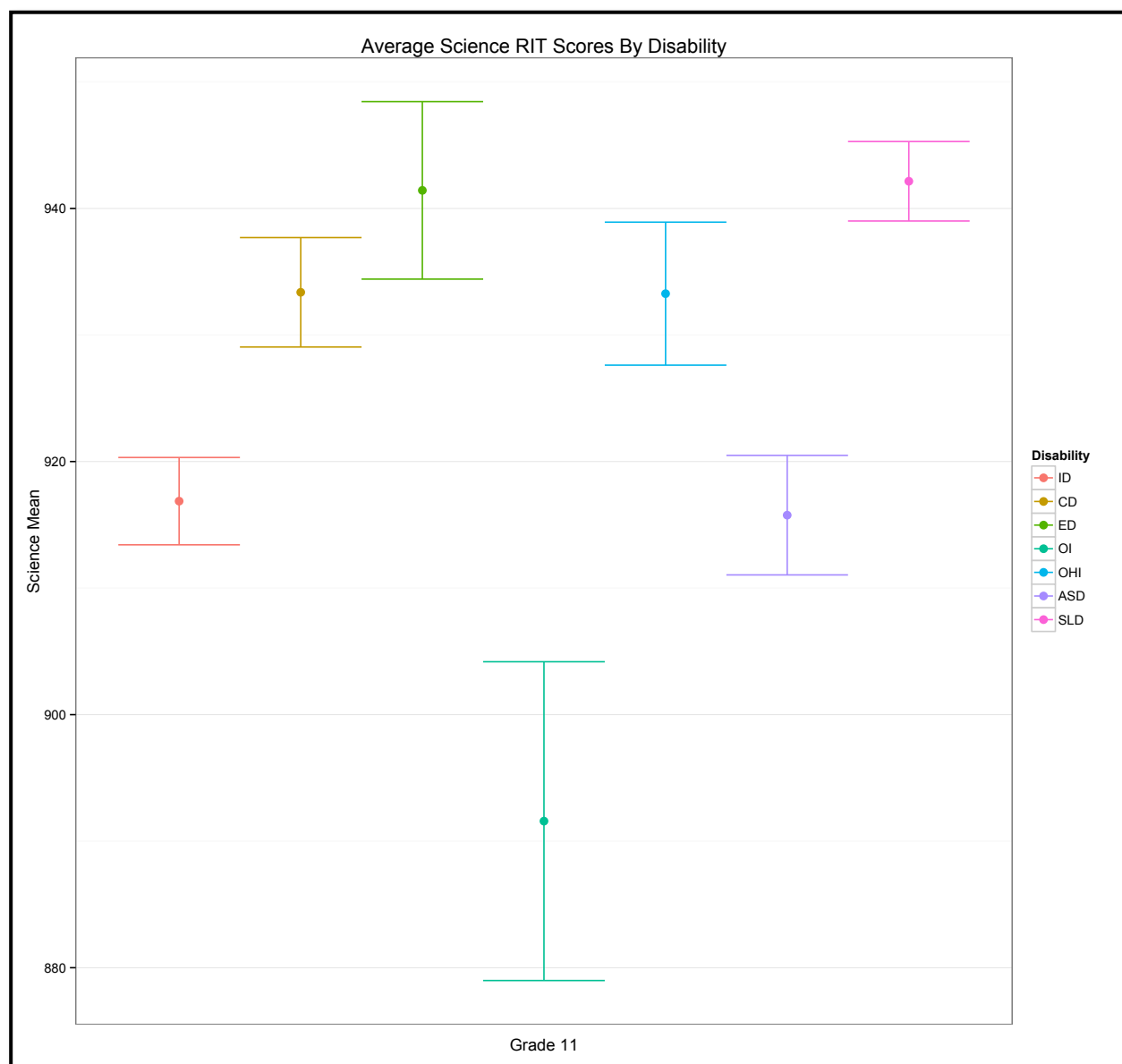
Test Performance Differences

Test results were analyzed using independent group *t*-tests to determine whether the differences in performance between specific student subgroups of interest were significant for gender (male/female) or ethnicity (White/Non-White). The only significant difference in group means for gender occurred in Grade 11 mathematics, where male performance was significantly higher than females. No significant differences are noted between groups based on ethnicity. Group means and *t*-test results are provided below.

Content	Gender			Ethnicity		
	Male *m*	Female *m*	*p*-value	White *m*	Non-White *m*	*p*-value
ELA G3-8	223.64	224.22	0.39	223.60	224.12	0.40
ELA G11	922.45	922.14	0.90	922.40	922.59	0.94
Math G3-8	205.85	205.29	0.29	205.44	205.95	0.31
Math G11	905.10	901.66	0.04*	904.00	903.41	0.74
Science G5	517.70	517.38	0.87	518.83	515.99	0.12
Science G8	822.11	821.85	0.89	821.72	822.63	0.65
Science G11	922.14	918.56	0.13	920.93	920.59	0.89

*$p < .05$

4.1(a) Content

In this technical report, data is presented to support the claim that Oregon's AA-AAS provides the state technically adequate student performance data to ascertain proficiency on grade level state content standards for students with significant cognitive disabilities – which is its defined purpose. The AA-AAS are linked to grade level academic content; generate reliable outcomes at the test level; include all students; have a cogent internal structure; and fit within a network of relations within and across various dimensions of content related to and relevant for making proficiency decisions. Sample items that convey the design and sample content of ORExt items are provided in *Appendix 4.1a*.

The assessments must be administered and scored in a standardized manner. Assessors who administer the ORExt are trained to provide the necessary level of support for appropriate test administration on an item-by-item basis. There are four levels of support outlined in training: full physical support, partial physical support, prompted support, and no support. Items were designed to document students' skill and knowledge on grade level academic content standards, with the level of support provided designed not to interfere with the construct being measured. Only one test administration type is used for the ORExt, patterned after the former *Scaffold* version of the assessment. Assessors administer the prompt. If the student does not respond, the Assessor reads a directive statement designed to focus the student's attention upon the test item and then repeats the prompt. If the student still does not respond, the Assessor may score the item as incorrect and move on to the next item, or repeat the prompt as needed. Training documentation is provided in *Appendices 4.1.1* and *4.1.2*.

4.1(b) Knowledge and Skills

The ORExt assessments have been determined to demonstrate strong linkage to grade level academic content, overall. Full documentation of the linkage study is provided in *Appendix 2.5.*

Because the assessments demonstrate sufficient to strong linkage to Oregon's general education content standards and descriptive statistics demonstrate that each content area assessment is functioning as intended, it is appropriate to deduce that these standards define the expectations that are being measured by the Oregon Extended assessments.

4.1(c) Cognitive Processes

Evidence of content coverage is concerned with judgments about "the adequacy with which the test content represents the content domain" (AERA et al., 1999, p. 11)[7]. As a whole, the ORExt is comprised of sets of items that sample student performance on the intended domains. The expectation is that the items cover the full range of intended domains, with a sufficient number of items so that scores credibly represent student knowledge and skills in those areas. Without a sufficient number of items, the potential exists for a validity threat due to construct under-representation (Messick, 1989)[5].

Our foundation of validity evidence from content coverage comes in the form of test blueprints (see *Section 5.4*) and test specifications (see *Appendix 4.1c*). Among other things, the *Standards* (AERA et al., 1999)[7] suggest specifications should "define the content of the test, the number of items on the test, and the formats of those items" (Standard 3.3, p. 43).[6]

All items are linked to grade level standards and a prototype was developed using principles of universal design[7] with traditional, content-referenced multiple-choice item writing techniques[8]. The most important component in these initial steps addressed language complexity and access to students using both receptive, as well as expressive, communication. Additionally, both content breadth and depth were addressed. We developed one test form for the ORExt that utilizes scaffolded approach. This approach allows for students with very limited attentional resources to access test content, while the supports are not utilized for students who do not need this support.

We developed the test iteratively by developing items, piloting them, reviewing them, and editing successive drafts. We used a combination of existing panels of veteran teachers who have worked with the Oregon Department of Education (ODE) in various advising roles on testing content in general and special education, using the same processes and criteria, as

[5] Messick, S. (1989). Validity. In R. L. Linn (Ed.), *Educational measurement* (3rd ed., pp. 13-103). New York: American Council on Education.

[6] American Educational Research Association (AERA), American Psychological Association, & National Council on Measurement in Education (1999). *Standards for educational and psychological testing.* Washington, DC: AERA.

[7] Johnstone, C., Thompson, S., Bottsford-Miller, N., & Thurlow, M. (2008). Universal design and multimethod approaches to item review. *Educational Measurement: Issues and Practice, 27*(1), 25-36. doi: 10.1111/j.1745-3992.2008.00112.x

[8] Halydyna, T. , & Rodriquez, M. C. (2013). *Developing and validating test items.* New York, NY: Routledge.

well as the introduction of newer teachers who are qualified as we proceed to remain relevant. Behavioral Research and Teaching (BRT) personnel conducted the internal reviews of content. After the internal development of prototype items, all reviews then involved Oregon content and special education experts with significant training and K-12 classroom experience.

Fifty-one reviewers analyzed all ORExt items for bias, sensitivity, accessibility to the student population, and alignment to the Essentialized Standards. A total of 21 reviewers were involved in the English language arts item reviews. An additional 21 reviewers were involved in the Mathematics item reviews. Science employed nine reviewers. Reviewers were organized into grade level teams consisting of two special educators and one content specialist.

Due to the substantive evidence that has been documented, evidence suggests that the ORExt items are tapping the intended cognitive processes and that the items are at the appropriate grade level through the linkage/alignment studies documented above, including reviews of linkage, content coverage, and depth of knowledge. A comprehensive report of the Distributed Item Review process is available in *Appendix 2.5*.

4.1(d) Scoring and Reporting

The primary purpose of the ORExt assessment is to yield technically adequate performance data on grade level state content standards for students with significant cognitive disabilities in English language arts, mathematics, and science at the test level. All scoring and reporting structures mirror this design and have been shown to be reliable measures at the test level (see *Section 4.2a*).

4.1(e) Criterion

Perhaps the best model for understanding criterion-related evidence comes from Campbell and Fiske (1959)[9] in their description of the multi-trait, multi-method analysis. [we translate the term 'trait' to mean 'skill']. In this process (several) different traits are measured using (several) different methods to provide a correlation matrix that should reflect specific patterns supportive of the claim being made (that is, provide positive validation evidence). Sometimes, these various measures are of the same or similar skills, abilities, or traits, and other times they are of different skills, abilities, or traits. We present data that quite consistently reflect higher relations among items **within** an academic subject than **between** academic subjects. We also present data in which performance on items is totaled within categories of disability, expecting relations that would reflect appropriate differences (see Tindal, McDonald, Tedesco, Glasgow, Almond, Crawford, & Hollenbeck, 2003).[10]

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[9] Campbell, D. T., & Fiske, D. W. (1959). Convergent and discriminant validation by the multi-trait, multi-method matrix. In W. A. Mehrens & R. L. Ebel (Eds.), *Principles of educational and psychological measurement: A book of selected readings* (pp 273-302). Chicago, IL: Rand McNally & Company.

[10] Tindal, G., McDonald, Tedesco, M., Glasgow, A., Almond, P., Crawford, L., & Hollenbeck, K. (2003). Alternate assessments in reading and math: Development and validation for students with significant disabilities. *Exceptional Children*, 69(4), 481-494.

Analyses Within and Across Subject Areas

We conducted correlational analyses to explore the validity of the ORExt. We first describe the purpose of the analysis, as well as our anticipated results. We then discuss our observed results before concluding with an overall evaluative judgment of the validity of the test.

In the correlational analysis, we explore the correlations among students' total scores across subject areas. The purpose of the analysis was to investigate how strongly students' scores in one area "went along with" students' scores in other subject areas. If the correlations were exceedingly high (e.g., above .90), it would indicate that the score a student receives in an individual subject has less to do with the intended construct (i.e., reading) than with factors idiosyncratic to the student. For example, if all subject areas correlated at .95, then it would provide strong evidence that the tests would be measuring a global student-specific construct (i.e., intelligence), and not the individual subject constructs. We would expect, however, that the tests would correlate quite strongly given that the same students were assessed multiple times. Therefore, we would expect moderately strong correlations (e.g., 0.7) simply because of the within-subject design. Idiosyncratic variance associated with the individual student is thus captured.

Correlational Analyses Results

Full results of the correlation analysis at the test level are reported below. The results are significant, yet the overall correlations across content areas suggest that we are indeed measuring different constructs, with correlations ranging from 0.66 to 0.77.

Content Area	English language arts	Mathematics	Science
English language arts	1.0	0.77*	0.66*
Mathematics		1.0	0.66*
Science			1.0

*$p < .001$

The ORExt assessments appear to be measuring separate constructs, as intended, provided the Pearson correlation statistics. No unexpected test functioning statistics are present based on student characteristics that should not be related, such as gender and ethnicity. Student performance appears to be primarily related to item difficulty and not the result of construct irrelevant aspects that have been reviewed.

4.1(f) Decisions

As mentioned above in *Section 4.1a*, data are presented to support the claim that Oregon's AA-AAS provides the state technically adequate student performance data to ascertain proficiency on grade level state content standards for students with significant cognitive disabilities – which is its defined purpose. In this technical report, we have provided initial content validity evidence related to the ORExt test development process (i.e., essentialization process, linkage study, distributed item review, test blueprint, item writer

training and demographics, and item reviewer training and demographics), ORExt test form reliability evidence, and ORExt consequential validity evidence. We are planning to conduct further analyses over the coming years to continue the development of technical documentation for overall construct validity of the ORExt. The technical documentation plan for the 2016 and 2017 school years is provided below:

Documentation Description	Anticipated Timeframe	Outcome
ORExt Tablet Administration Pilot	Spring 2016	Gather information to support the implementation of a successful tablet administration in spring 2017.
DIF Analyses	Spring 2016	Provide documentation of item functioning that can be used to ensure that items are not biased toward student groups (i.e., based on gender and ethnicity).
Linkage/Alignment Study	Fall 2016	Provide comprehnsive and representational documentation of linkage of Essentialized Standards (ES) to Grade Level standards and alignment of ORExt items to ES.
Scoring Accuracy Study	Spring 2017	Provide inter-rater reliability documentation for the ORExt.
Accommodations Study	Spring 2017	Provide documentation related to the impact of accommodated test administration for the ORExt.
ORExt Eligibility Study	Fall 2017	Provide documentation of the consistency of IEP team decisionmaking with the established ODE guidelines for ORExt eligibility.
ORExt Field Testing	*Ongoing*	Test and item characteristics are reviewed annually, with operational items that are not functioning as intended replaced by field test items that are functioning properly.

The AA-AAS are linked to grade level academic content via Essentialized Standards; generate reliable outcomes at the test level; include all students; have a cogent internal structure; and fit within a network of relations within and across various dimensions of content related to and relevant for making proficiency decisions.

4.1(g) Consequential

ODE implemented a research survey program to address the need to document the consequences, both intended and unintended, of the ORExt Assessments. The research questions have been framed based upon current consequential validity approaches for

alternate assessments in the literature, as well as issues that are of specific value in Oregon. The survey generated 433 responses. This was 29% of the requested respondents, who were all Qualified Assessors (QAs) and Qualified Trainers (QTs) in the or.k12test.com database. The sample was 84% female and represented all regions of the state, as well as age ranges. The survey included a range of quantitative and qualitative components.

The quantitative results demonstrate that QAs and QTs felt that the new ORExt test items were easy to administer and score (59% Strongly Agree/ 37% Agree). They also felt that the items were accessible for students who participated (25% Strongly Agree/ 51% Agree). QAs and QTs felt marginally negative regarding the educational and social impacts of the ORExt, with a small majority disagreeing with statements such as, "The implementation of the 2014-15 Oregon Extended Assessment has provided new models for assessing academics for students with significant cognitive disabilities." QAs and QTs felt more strongly that the ORExt has not helped to increase student involvement in extracurricular activities, nor has it improved the acceptance of students with significant cognitive disabilities in the school community.

The qualitative results revealed four areas in which educators appreciated the new ORExt and four areas of needed improvement. QAs and QTs said that they appreciated: **1)** the assessment's efficiency (i.e., shorter time to administer, less materials preparation time, ease of scoring, no prerequisite skills assessment, 1:1 administration); **2)** clear training and directions; **3)** the item design (i.e., one item per page, visual supports, new scoring protocol and student materials design); and, **4)** data entry and secure test distribution was easier than in year's past.

In terms of areas of improvement, they recommended that: **1)** a new assessment should be developed for students for whom the ORExt is too easy, while the Smarter Balanced Assessment is too difficult; **2)** the ELA assessment should include more difficult items in both reading and writing; **3)** teachers need more professional development around adapting curriculum and teaching academic concepts for students who take the ORExt; and, **4)** an assessment for students who cannot access even a reduced complexity academic assessment due to very severe limitations is needed, possibly focusing on more functional skills. Complete results from the survey can be found in *Appendix 4.1g*.

4.2(a) Score Reliability

Cronbach's alpha results demonstrate that the tests are quite reliable at the total test levels. Full reliability statistics for each of the 73 operational test forms administered this year are provided below. These results demonstrate that the total test reliabilities were high, ranging from .86 to .98. Each table below provides the grade, test form number, the number of items from that test form that survived the item review process (out of 48), and the reliabilities.

English Language Arts
The test form reliabilities for ELA were in the very high range, from .94 to .97.

Grade	Form Number	Number of Operational Items	Cronbach's Alpha
3	1	37	0.94
3	2	42	0.95
3	3	41	0.94
3	4	45	0.96
3	5	40	0.96
4	1	42	0.96
4	2	44	0.95
4	3	44	0.94
4	4	38	0.96
4	5	38	0.96
5	1	44	0.96
5	2	40	0.96
5	3	41	0.96
5	4	38	0.96
5	5	41	0.95
6	1	42	0.95
6	2	41	0.95
6	3	43	0.96
6	4	40	0.96
7	1	43	0.97
7	2	37	0.96
7	3	43	0.96
7	4	38	0.96
8	1	42	0.94
8	2	44	0.96
8	3	41	0.95
8	4	45	0.95
11	1	36	0.97
11	2	39	0.98
11	3	35	0.97

Mathematics

The test form reliabilities for mathematics were in the high to very high range, from .86 to .95.

Grade	Form Number	Number of Operational Items	Cronbach's Alpha
3	1	44	0.94
3	2	47	0.94
3	3	44	0.94
3	4	43	0.95
3	5	45	0.91
4	1	43	0.94
4	2	48	0.94
4	3	46	0.93
4	4	44	0.94
4	5	47	0.91
5	1	46	0.91
5	2	43	0.91
5	3	46	0.90
5	4	44	0.88
5	5	45	0.88
6	1	48	0.89
6	2	44	0.86
6	3	40	0.92
6	4	45	0.91
7	1	42	0.92
7	2	46	0.90
7	3	45	0.91
7	4	44	0.94
8	1	44	0.88
8	2	46	0.90
8	3	47	0.88
8	4	47	0.89
11	1	47	0.93
11	2	46	0.94
11	3	40	0.95

Science
The test form reliabilities for science were in the very high range, from .93 to .97.

Grade	Form Number	Number of Operational Items	Cronbach's Alpha
5	1	41	0.96
5	2	40	0.94
5	3	37	0.94
5	4	37	0.95
5	5	38	0.97
8	1	34	0.95
8	2	36	0.96
8	3	30	0.93
8	4	38	0.93
11	1	30	0.96
11	2	38	0.97
11	3	36	0.97

4.2(b) Standard Error of Measure

The average SEM associated with each cut score for 2014-15 student data is presented in the table below, supported by a KEY:

SEM   =   Standard Error of Measure associated with the cut score to the left; averaged to the tenths' place.
Level 1   =   Does Not Yet Meet (not included as the lowest level of proficiency)
Level 2   =   Nearly Meets
Level 3   =   Meets
Level 4   =   Exceeds

English Language Arts

Grade	Level 2	SEM	Level 3	SEM	Level 4	SEM
3	192	3.6	213	4.3	228	6.8
4	200	4.1	213	4.8	228	7.0
5	202	4.1	220	5.5	232	8.5
6	205	3.8	220	5.1	233	8.1
7	208	3.9	222	5.2	236	8.7
8	213	3.6	224	4.3	236	7.4
11	899	3.4	920	5.0	927	6.1

Mathematics

Grade	Level 2	SEM	Level 3	SEM	Level 4	SEM
3	192	3.6	201	3.6	218	5.5
4	193	3.6	206	4.2	219	5.3
5	193	4.2	206	4.0	220	4.8
6	204	3.9	208	3.9	222	5.1
7	207	4.0	209	4.1	223	5.4
8	208	3.5	212	3.5	226	4.6
11	901	3.3	907	3.4	922	4.5

Science

Grade	Level 2	SEM	Level 3	SEM	Level 4	SEM
5	506	3.6	517	4.6	530	6.3
8	810	4.2	820	5.3	831	6.9
11	901	4.1	914	4.8	929	6.7

4.2(c) Generalizability

Oregon has reported evidence of generalizability for all relevant sources, including analyses by demographic groups, to ensure that items are functioning consistently across demographic groups (see *Section 4.1).* The internal consistency of test forms is presented in *Section 4.2a*.

4.3(a) Accommodations

The Oregon Extended assessments can be ordered in both Large Print and Braille (contracted and non-contracted) versions, as well. Oregon has ensured that the Oregon Extended assessments provide an appropriate variety of accommodations for students with disabilities. The state has provided guidance regarding accommodations in presentation, response, setting, and timing in the *Accommodations Manual 2013-14: How to Select, Administer, and Evaluate Accommodations for Oregon's Statewide Assessments* (see *Appendix 4.3a*). Accommodations that are used in Oregon are also analyzed at the test level to ensure that they are indeed leveling the playing field and not providing any particular advantage or disadvantage to any defined group. The Oregon Extended assessments are also designed according to universal design principles and utilize a simplified language approach (see *Appendix 4.3b*).

The state also developed a training and proficiency program for sign language interpretation of its assessments in the 2013-14 school year. The training process (http://lms.brtprojects.org) included videos of interpreters administering items to students, materials that support appropriate administration (i.e., transcripts and PowerPoint slides that supplement the video administrations and the current ODE accommodations manual), and proficiency testing to support standardized interpretation for Oregon's assessments, including the ORExt. A 15-item proficiency test was administered, with an 80% required for passing (12/15 items correct). The site was used to train 47 participants. Two participants took two attempts to pass the proficiency test. The overall average score on the proficiency test was 97%.

4.3(b) Linguistic Accommodations

The ORExt assessments provide an appropriate variety of linguistic accommodations for students with limited English proficiency. They also use a simplified language approach in test development in order to reduce language load of all items systematically (see *Appendix 4.3b*). Any given student's communication system may include home signs, school signs, English words, and Spanish words, for example. The ORExt assessment can be translated or interpreted by a Qualified Assessor (QA) in the student's native language. QAs are allowed to translate/interpret the test directions. QAs can adapt the assessment to meet the needs of the student, while still maintaining standardization due to systematic prompts and well-defined answers . As mentioned above, the state has also developed a training and proficiency program for sign language interpretation of its assessments, which was implemented in the 2013-14 school year.

4.3(c) Fairness

The state has taken steps to ensure fairness in the development of the assessments, including an analysis of each test item by Oregon teachers not only for linkage to standards, but also for access, sensitivity, and bias. This process increases the likelihood that students are receiving instruction in areas reflected in the assessment, and also that the items are not biased toward a particular demographic or sub-group.

In order to ensure that the small number of students who participate in the ORExt as 12th graders trying to meet their Essential Skills requirements by earning a proficient score on the 11th Grade ORExt, BRT performed an equating study, which equated the 2014-15 assessments with the 2013-14 assessments using an equipercentile approach. The results demonstrate that no SWSCD is being held to a higher standard with regard to Essential Skills requirements. See *Appendix 4.3c* for the full equating study results.

Distributed Item Review & Data Analysis 2014-15
The Oregon Department of Education contracted with Behavioral Research and Teaching (BRT) to develop an operational field test in English language arts, math, and science for the 2014-15 spring test administration. BRT employed a multi-stage development process to ensure that test items were linked to relevant content standards, were accessible for students with significant cognitive disabilities, and that any perceived item biases were eliminated. The item review process included 51 reviewers with an average of 22 years of experience in education (see *Appendix 2.5*).

4.3(d) Meaningful Scores

While accommodations are truly built into the test design to a large degree, as described above, the use of accommodations on the ORExt assessments does not appear to interfere with the constructs being measured and therefore the scores yielded by such administrations are deemed to be comparably useful to an administration without accommodation. ODE plans to collect specific accommodations information in future years (e.g., by coding which accommodations were used during testing for each assessment during data entry), which will support further research in this area. As noted in *Section 4.1f* above, an accommodations study is planned for spring 2017.

4.4(a) Test Form Consistency

The ONExt was administered in multiple forms in the 2014-15 school year, due to the balanced design vertical scaling process, but will be published in only one form thereafter. Test form consistency information is provided in *Section 4.2a*.

4.4(b) Test Form/Format Comparability

The ORExt assessments are administered only in a paper and pencil format, though a tablet administration study is planned for spring 2016.

4.5 Clear Criteria

The ORExt assessments are administered according to the administration, scoring, analysis, and reporting criteria established in the General Administration and Scoring Manual (see *Appendix 4.5.1*). Test security policies and consequences for violation are addressed in the Test Administration Manual on an annual basis (see *Appendix 4.5.2*). The state's accommodations manual clearly delineates which accommodations can be administered for which assessments (see *Appendix 4.5.3*). Oregon requests and receives feedback regarding its assessment system in the form of training evaluations. An established ODE contact person is available to assist with policy-related questions, while BRT provides a HelpDesk related to the training and proficiency website. All technical assistance is documented and reviewed for patterns that can be used to make systematic improvements from year to year (see *Appendix 4.5.4*). The state's training program for test administration is complex; it is described below.

Comprehensive Training System

Comprehensive information regarding ongoing training for all qualified assessors (QAs) and Qualified Trainers (QTs) is provided in *Appendices 4.1.1-8*. Training and QA/QT proficiency is determined annually via an online distribution and assessment system located at https://or.k12test.com. This website hosts all resources and information needed to administer, score, report, and interpret the results from the ORExt. The website also includes proficiency assessments that are required for all QAs and QTs who may administer the ORExt. QTs are directly trained by ODE and BRT staff as part of a train the trainers model. QTs then provide direct trainings for new QAs in their respective regions.

The Oregon Department of Education (ODE) provided four direct statewide trainings for new Qualified Trainers (QTs) and Qualified Assessors (QAs) via a face-to-face regional trainings. The schedule for the regional trainings, as well as relevant training information, is provided below:

Date	Who/Team	Location
11-4-2014	Team: Brad Lenhardt & Gerald Tindal Contact: Mary Apple mary.apple@imesd.k12.or.us	IMESD Pendleton, OR
11-6-2014	Team: Brad Lenhardt & Dan Farley Contact: Sharon Meeuwsen sharon_m@nwresd.k12.or.us	NWESD Hillsboro, OR
11-13-2014	Team: Brad Lenhardt & Dan Farley Contact: Pam Wurzell pam_wurzell@soesd.k12.or.us	SOESD- Medford, OR
11-18-2014	Team; Brad Lenhardt, Gerald Tindal, & Dan Farley Contact: Eleni Boston eleni.boston@wesd.org	Willamette ESD Salem, OR
11-20-2014	Team: Brad Lenhardt & Dan Farley Contact: Catherine Halliwell-Templin Catherine.halliwell-templin@hdesd.org	HDESD- Redmond, OR

Only trained Qualified Assessors (QAs) can administer the Oregon Extended assessment. Qualified Assessors who also receive direct instruction from ODE and BRT may become Qualified Trainers (QTs) who are certified to train local staff using the train-the-trainers model. Training for new assessors must be completed on an annual basis. Assessors who do not maintain their respective certifications for any given year must re-train if they choose to enter the system again.

The tables below contain data from the Oregon Extended Assessment Training and Proficiency Website (http://or.k12test.com/). All assessors need to complete some form of training each year to retain their status for administering the Extended Assessments.

New assessors, or returning assessors who needed further training again in 2014-15, were required to pass five proficiencies with a score of 80% or higher. These five proficiencies were in Administration, Reading, Math, Writing, and Science. Returning QAs or QTs for the 2014-15 school year only needed to pass a Refresher Proficiency, again with a score of 80% or higher. The tables below contain data on the number of assessors (participants) in each of the five proficiencies, as well as the Refresher Proficiency. Included in the data is the

number of attempts needed to attain a passing score as well as the average passing score of the participants.

The number of assessors on the Oregon Extended Assessment Training and Proficiency Website:

Assessor in-Training - 1,246
Qualified Assessors -   1,358
Qualified Trainers   -   139

448 Test Participants – Administration Proficiency

Number of Participants	Percentage of Participants	Attempts to Pass	Average Passing Score
309	69.0%	1	83.0%
139	31.0%	2	88.0%

416 Test Participants – Reading Proficiency

Number of Participants	Percentage of Participants	Attempts to Pass	Average Passing Score
406	97.6%	1	97.0%
10	2.4%	2	88.0%

411 Test Participants – Math Proficiency

Number of Participants	Percentage of Participants	Attempts to Pass	Average Passing Score
401	97.6%	1	96.0%
10	2.4%	2	96.0%

415 Test Participants – Writing Proficiency

Number of Participants	Percentage of Participants	Attempts to Pass	Average Passing Score
397	95.7%	1	93.0%
18	4.3%	2	86.0%

410 Test Participants – Science Proficiency

Number of Participants	Percentage of Participants	Attempts to Pass	Average Passing Score
410	100.0%	1	98.0%

1,081 Test Participants – Refresher Proficiency

Number of Participants	Percentage of Participants	Attempts to Pass	Average Passing Score
1,008	93.2%	1	91.0%
73	6.8%	2	83.0%

Assessors had the most difficulty passing the Administration assessments, where the percentage passing on the first attempt was 69.0%. This is to be expected with the transition to a new test design with some similiarity to the historical assessment, yet several notable differences (e.g., simplified scoring, multiple forms, etc.). However, all Assessors passed the proficiency assessments on the second attempt.

Oregon monitors the quality of its system in several ways in order to support continuous improvement. In terms of the assessment quality, item statistics are reviewed each year and items that are not functioning as intended are removed and replaced by better-functioning field-test items. In terms of training, evaluations are collected at each QT training; the results reflect general approval, but also suggest areas of improvement that we work on for subsequent trainings/subsequent years, as appropriate. In addition, we also document all technical assistance questions that we receive from the field as part of our HelpDesk. The log of the technical assistance provision is reviewed each month, as well as annually, in order to determine what aspects of our assessment system need further clarification or improvement. The HelpDesk log is published in *Appendix 4.5.4*. We also implement a consequential validity study each year that surveys QAs and QTs regarding the social consequences of the ORExt, both intended and unintended. The consequential validity report is published in *Appendix 4.1g*. ODE and BRT staff review the results of the survey annually to determine what program improvements are needed.

4.6(a) Appropriate Accommodations Available for SWDs

The state has ensured that appropriate universal tools, designated supports, and accommodations are available to students with disabilities and students covered by Section 504 by providing guidance and technical support on accommodations (see *Appendices 4.3a* and *4.5.3*). Guidelines regarding use of the accommodations for instructional purposes are included in the document, as all students are expected to receive test accommodations that are consistent with instructional accommodations.

4.6(b) Accommodated SWD Administration Validity

While accommodations are built into the flexibility provided by the ORExt test design and assessment results demonstrate that student performance varies according to their abilities and not other irrelevant factors, Oregon is researching specific accommodations that have been administered by assessors for the ORExt. This work is in addition to the annual training and proficiency testing efforts related to becoming a qualified assessor and/or qualified trainer for the ORExt.

4.6(c) Appropriate Accommodations Available for LEP Students

The state has ensured that appropriate accommodations are available to students with limited English proficiency by providing guidance and technical support on accommodations (see *Appendix 4.5.3*) Communication systems for this student population are limited; exposure to multiple languages can make a student's communication system more complex. The ORExt uses universal design principles and simplified language approaches in order to increase language access to test content for all students. In addition, directions and prompts may be translated/interpreted for students in their native

language. An analysis of accommodated versus non-accommodated administrations is needed in order to demonstrate that the provision of language accommodations is not providing any advantage to students with limited English proficiency, nor any disadvantage to other participants.

4.6(d) Accommodated LEP Administration Validity

An analysis of accommodated versus non-accommodated administrations is needed in order to demonstrate that the provision of language accommodations is not providing any advantage to students with limited English proficiency, nor any disadvantage to other participants. This type of analysis should be feasible once accommodations information is collected during data entry, which is currently planned for the 2016 administration.

Conclusions

Overall the rigor of the procedural devlopment of the ORExt, including item development, item content and bias reviews, item selection based upon item characteristics, test form reliabilities, and correlation results were quite good and provide important validity evidence. The test development process adhered to procedural guidelines defined by the AERA/APA/NCME *Standards for Educational and Psychological Testing* (2014), as well as incorporating procedures that are known in the field to be best practice. For example, Standard Setting was evaluated by an independent auditor. In addition, the ORExt reflects what highly qualified Oregon educators believe represents the highest professional standards for the population of students with significant cognitive disabilities. The test reliabilities were high to very high, suggesting that the assessment items functioned consistently with the test as a whole. The correlations between students' content scores across subjects were not overly strong, implying that each test measures a distinct construct. As the administration of the ORExt continues, further documentation of validity will be gathered according to the plan presented in *Section 4.1f*.

Documenting evidence of validity remains an ongoing and continuous process, however. Our efforts to continue to improve the assessment system are outlined in Section 4.5 above. We also have studies planned over the course of the next three years that will help to solidify the evidence that is accumulating (see *Section 4.1f*). All of the evidence we have at hand suggests that the ORExt is sufficient to its stated purpose of providing reliable determinations of student proficiency at the test level in order to support systems level analysis of district and state programs. The ORExt will hopefully continue to improve over time due to field testing and constant monitoring and review, and additional validity evidence will be gathered.

Section 5: Alignment
5.1 & 5.2 System Alignment and Range
The overall alignment of Oregon's assessments is not addressed here, as that is a systems-level consideration. Alignment of the ORExt is addressed below.

Complete results of the analysis of the linkage of the new *Essentialized Assessment Frameworks*, (EAF), composed of *Essentialized Standards* (ES), to grade level CCSS in English language arts and mathematics and linked to ORSci and NGSS in science, are presented in *Section 2.5*. The claim is that the ES are sufficiently linked to grade level standards, while the ORExt items are aligned to the ES. In addition to presenting linkage information between grade level content standards and the ES, the linkage study presents alignment information related to the items on the new ORExt in comparison to the ES. Extended assessments have been determined to link sufficiently to grade level academic content standards.

The ORExt incorporates continuous improvement into its test design via field-testing in all content areas on an annual basis, at an average of 20% new items. These items are compared to operational items based on item functioning and test design factors. These data are used to replace items on an annual basis, incorporating the new items that fill a needed gap with regard to categorical concurrence, or provide for a wider range of functioning with regard to DOK (see *Section 4.1c*).

5.3 Content and Process
The Oregon Extended assessments have been determined to link to grade level academic content, as reflected in the item development process. Oregon also had each operational item used on the Oregon Extended assessment evaluated for alignment by as part of the comprehensive linkage study (see *Section 2.5*). The professional reviewers included both special and general education experts, with content knowledge and experience in addition to special education expertise. Reviewers were trained by synchronous webinar regarding their linkage/alignment tasks, which were conducted online via BRT's Distributed Item Review (DIR) website. Training topics included the concepts of depth, breadth, and complexity. Mock linkage ratings were conducted in order to address questions and ensure appropriate calibration. Reviewers rated each essentialized standard on a 3-point scale (0 = no link, 1= sufficient link, 2= strong link) as it related to the standard the test developers had defined for that essentialized standard. Items were evaluated, in turn, based upon their alignment to the essentialized standard on a 3-point scale (0 = insufficient alignment, 1 = sufficient alignment, 2 = strong alignment). Adequate linkage was defined as being rated a 1 or 2 by at least two raters. Additional comment was requested for any essentialized standard or item whose linkage was rated 0. Essentialized standards or items that did not meet this criterion were either revised to meet the criterion, or were not utilized for the operational assessment.

5.4 Degree and Pattern of Emphasis

The Oregon Extended assessments reflect patterns of emphasis that are supported by Oregon educators. The following three tables highlight the balance of standard representation by grade level for English language arts, mathematics, and science on the ORExt. These blueprints represent the pattern of potential test item representation on the ORExt across content areas and grade levels, though actual test form emphasis fluctuates from year to year because of field-testing.

English Language Arts

Domain	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
RF	2	2	2				
RI	4	4	4	5	5	5	5
RL	4	4	4	5	5	5	5
WR	4	4	4	4	4	4	4
LA	2	2	2	2	2	2	2
TOTAL	16	16	16	16	16	16	16

Note. RF = Reading Standards: Foundational Skills. RI = Reading Standards for Informational Text. RL = Reading Standards for Literature. WR = Writing. LA = Language.

Mathematics

Domain	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
OAT	7	4	3				
NBT	2	6	8				
NOF	3	8	6				
MED	8	5	4				
GEO	2	3	2	3	3	4	7
RPR				3	2		
TNS				9	7	2	
EXE				6	2	6	
STP				5	6	3	5
FUN						4	7
NAQ							2
ALG							2
TOTAL	22	26	23	26	20	19	23

Note. OAT = Operations and Algebraic Thinking. NBT = Numbers and Operations in Base Ten. NOF = Numbers and Operations – Fractions. MED = Measurement and Data. GEO = Geometry. RPR = Ratio and Proportional Relationships. TNS = The Number System. EXE = Expressions and Equations. STP = Statistics and Probability. FUN = Functions. NAQ = Numbers and Quantities. ALG = Algebra.

Science

Domain	Grade 5	Grade 8	Grade 11
LFS	4	9	8
PHS	4	7	9
ESS	4	6	6
ETS	2	2	
TOTAL	**14**	**24**	**23**

Note. LFS = Life Science Standards. PHS = Physical Sciences. ESS = Earth and Space Sciences. ETS = Engineering, Technology, and Applications.

The process of addressing any gaps or weaknesses in the system is accomplished via field testing (see *Section 4.3c*).

5.5 Scores Reflect Range

The Oregon Extended assessments yield scores that reflect the full range of achievement implied by Oregon's alternate achievement standards. Evidence of this claim is found in the standard setting documentation submitted *Section 2.6*. Standards were set for all subject areas on June 15-17, 2015. Standards included achievement level descriptors and cut scores, which define Oregon's new alternate achievement standards (AAS). The State Board of Education officially adopted the AAS on June 25, 2015.

5.6 Results Expressed in Terms of AAS

The mock-up student report template includes the full AAS (cut scores and achievement level descriptors), not only scale scores or percentiles (see *Appendix 4.3d*).

5.7 Improving Alignment

The Oregon Extended assessment system uses field-testing to improve the alignment of operational assessments each year. Field-testing approximately 20% of operational items in each subject area allows us to remove not only items with weaker alignment statistics, but also items that are no longer functioning as expected. Our current field test development plan includes continuous improvement strategies in each content area (see *Section 4.3c*). Existing alignment documentation supports this approach (see *Section 5.2*).

Section 6: Inclusion of All Students in the Assessment System

6.1.1 Participation Data

Oregon's participation data indicate that all students in the tested grade levels are included in our assessment system, including students with significant cognitive disabilities. Documentation of this requirement is provided within the Annual Performance Report, Indicator B3, which is submitted to the United States Department of Education's (USED's) Office of Special Education Programs (OSEP).

6.1.2 Separate Reporting

Oregon reports separately the number and percent of students with disabilities assessed on the regular assessment without accommodations, on the regular assessment with accommodations, and the alternate assessment based on alternate achievement standards Documentation of this requirement is provided within the Annual Performance Report, Indicator B3, which is submitted to USED/OSEP.

6.2.1(a) Promoted Use of Accommodations

Oregon has developed, disseminated information on, and promoted the use of appropriate accommodations to increase the number of students with disabilities who are tested against academic achievement standards for the grade levels in which they are enrolled (see *Appendix 4.3a & Appendix 4.5.3*)

6.2.1(b) Assessor Training

Oregon has ensured that general and special education teachers and other appropriate staff know how to administer assessments, including making use of accommodations, for students with disabilities and students covered under Section 504 (see *Section 4.5*).

6.2.2(a) Clear Guidelines for IEP Teams

Oregon has provided IEP teams with guidance and expectations surrounding appropriate participation decisions for the Oregon Extended assessment (see *Appendix 6.2.2a*).

6.2.2(b) Any Disability Category Eligible

The guidance that Oregon has provided to IEP teams both during training (see *Section 4.5*) and in terms of procedural documentation (see *Appendix 6.2.2a*). The criteria employed make it clear that students who participate in AA-AAS may be from any disability category. The results also demonstrate that students from all disability categories participate in the ORExt.

6.2.2(c) Clear Explanation of Differences

Oregon has made it clear that the performance based on AA-AAS is not comparable to performance from the SBA or OAKS, which are based on grade-level academic achievement standards (see *Appendix 4.1.1, slide 22 of 40*).

6.2.2(d) Parents Informed

Oregon will add specific language to their Assessment Decision Making Guidelines to ensure that parents are informed of the potential consequences associated with having their child assessed against AAS.

6.2.3 Modified Achievement Standards

Oregon has not developed an AA-MAS, so this section is not addressed.

6.2.4 Involved in General Curriculum

Oregon has documented that students with the most significant cognitive disabilities are, to the extent possible, included in the general education curriculum. Documentation of this requirement can be found within our SPR&I monitoring system.

6.3(a) Assessments Available: Language/Form

Oregon has made available, to the extent practicable, assessments in the language and form most likely to yield accurate and reliable information on what these students know and can do. This effort is based partially on test design using universal design principles (see *Appendix 4.3b*), as well as upon the allowable language accommodations (see *Appendix 4.5.3*).

6.3(b) LEP Student Participation

Oregon requires the participation of all students with limited English proficiency, except for students who are exempt in reading/language arts (see *Appendix 6.6*).

6.3(c) LEP Student Assessment Policies

Oregon has adopted policies requiring students with limited English proficiency to be assessed in reading/language arts in English when they have been enrolled in US schools for three years or more (see *Appendix 6.6*).

6.4 Identification and Inclusion of Migrant Students

Oregon has policies and procedures in place to ensure the identification and inclusion of migrant and other mobile students in the tested grades in our assessment system (see *Appendices 6.5 - 6.6*).

Section 7: Assessment Reports

7.1 Reporting System

Oregon's reporting system facilitates appropriate, credible, and defensible interpretation and use of its assessment data. With regard to the Oregon Extended, the purpose is clearly to provide the state technically adequate student performance data to ascertain proficiency on grade level state content standards for students with significant cognitive disabilities (see *Section 4.1a*). In addition, the state makes it clear that results from the Oregon Extended and not comparable to results from the SBA/OAKS (see *Section 6.2.2c*). In addition, the data also meets rigorous reliability expectations (see *Section 4.2a*). Validity is considered here as an overarching summation of the Oregon Extended assessment system, as well as the mechanisms that Oregon uses to continuously improve the Oregon Extended assessment.

7.2 Reporting Requirements

Oregon reports participation and assessment results for all students and for each of the required subgroups in its reports at the school, LEA, and state levels. The state does not report subgroup results when these results would reveal personally identifiable information about an individual student. The calculation rule followed is that the number of students in the subgroup must meet the minimum cell size requirement for each AMO decision: participation, achievement in English language arts and math, attendance, and graduation, where appropriate (see *Appendix 6.6*)

7.3 Individual Reports (IRs)

Oregon develops and disseminates individual student data upon final determination of accuracy. The state provides districts with individual student reports (ISRs) that meet most relevant requirements. The state incorporated the Standard Error of Measure (SEM) for each student score into the report templates. The SEM associated with each cut score is provided in *Section 4.2b*. Also, see the mock-up ISR in *Appendix 4.3d*.

7.3(a) ISRs Provide Reliable and Valid Information

Oregon's student reports provide valid and reliable information regarding achievement on the assessments relative to the AAS. The reliability of the data is addressed in *Appendices A-H.* Validity is considered here as an overarching summation of the Oregon Extended assessment system, as well as the mechanisms that Oregon uses to continuously improve the Oregon Extended assessment. The ISRs clearly demonstrate the students' scale score relative the AAS that is relevant for that content area and grade level (see *Section 4.2b* and *Appendix 4.3d*).

7.3(b) IRs Provide Information for Stakeholders

The Oregon ISRs provide information for parents, teachers, and administrators to help them understand and address a student's academic needs. These reports are displayed in a simple format that is easy for stakeholders to understand. District representatives can translate results for parents as necessary. Scaled score interpretation guidance is published in *Appendix 7.3b*.

7.3(c) ISRs are Delivered to Stakeholders

The Oregon ISRs are made available via online secure district website upon completion of final AYP analyses. Districts are then expected to deliver the ISRs to schools. Schools are subsequently expected to share results with parents and staff.

7.4 Student Data are Secure

Oregon ensures that student-level assessment data from the Oregon Extended are maintained securely to protect student confidentiality in several manners. First, the data is entered via a secure data entry system. All data sharing is conducted via the state's secure file-sharing system. All servers used for student data storage and analyses are secure, as are the individual PCs and laptops of staff reviewing and analyzing student data via encryption procedures.

7.5 Provided Score Analyses

The results for the Oregon Extended assessment are provided in content area summative scores. English language arts scores are provided in the domains of reading and writing sub-scores. ORExt results are not provided in disaggregated strand scores, as the information at this level is not always reliable or meaningful (see *Appendix 4.3d*).

Table and Descriptions of Appendices

Table

Topic	File Name
Demonstrates the balanced design vertical scaling plan implemented for the ORExt in 2014-15, the ORExt domain sampling plans, and item removal decision rules employed during the vertical scaling process	App2.2_ORExtVertScale2014_15
Results of the OR teacher Essentialized Standard linkage and operational test item alignment reviews	App2.5_DIRLinkageStudy2014_15
Independent audit of the bookmarking standard setting process employed for the ORExt	App2.6_ORExt_SSAuditRept2014_15
Slides for training new qualified assessors, new qualified trainers, and returning assessors	App4.1.1_QATraining2014_15
Slides for orienting assessors to the use of the Training and Proficiency website	App4.1.2_ORExtendQTTrng2014_15
A handout which compares the current and former Oregon Extended assessment	App4.1.3_ORExtSameDif2014_15
The final test administration calendar for all Oregon assessments	App4.1.4_TestSchd2014_15
Sample agenda for training new qualified assessors using the train-the-trainers model	App4.1.5_QT_Training_Agenda2014_15
Provides assessors and trainers instructions regarding how to access the online training and proficiency website	App4.1.6_ExtAssessAccessInstr2014_15
Provides qualified trainers with a list of duties associated with their training responsibilities	App4.1.7_TrainerResponsibilities2014_15
Answers for ORExt questions for all stakeholders	App4.1.8_ORExtFAQ2014_15
Provides score distributions as well as item difficulties and personal ability statistics for the ORExt	App4.1.9ORExtPlots2014_15
Sample test items in English language arts, mathematics, and science	App4.1a_ORExtSampleItems2014_15
Provides the test specifications used to develop all new ORExt test items and forms.	App4.1c_ORExtTestSpecs2014_15
Provides information regarding the perceived social consequences of ORExt implementation	App4.1g_ORExtCVStudy2014_15
Guidance for assessors for the 12th grade data entry process	App4.2.1_G12_DataEntryGuide2014_15
Guidance for assessors for the 3rd- 8th & 11th grade data entry process	App4.2.2_G3-8_11_DataEntryGuide2014_15
Guidance for assessors for the 3rd- 8th & 11th grade secure test ordering process	App4.2.3_G3-8_11_SecureTestDistrib2014_15
Provides guidance to teams regarding selection, use, and evaluation of accommodations.	App4.3a_OSAAccomGuide2013_14

Topic	File Name
Describes how items are RDBC and how item bias is reduced/eliminated.	App4.3b_ORExtRDBC2014_15
Developed scale to equate 2014-15 scores for the ORExt with 2013-14 scores.	App4.3c_ORExtEquateStudy2014_15
Mock-up individual student report, demonstrating that the reports contain cut scores and ALDs	App4.3d_ORExtISR2014_15
General Administration and Scoring Manual	App4.5.1_ExAssessAdminMan2014_15
ODE Test Administration Manual (TAM)	App4.5.2_TAM2014_15
Provides ODE's guidance and expectations related to accessibility options.	App4.5.3_ODEAccessibilityMan2014_15
HelpDesk log of technical assistance provided as well as data entry reminders	App4.5.4_HelpDeskLog2014_15
Assists IEP teams in making appropriate assessment eligibility decisions	App6.2.2a_AssessDecisionMakingTool2014_15
ODE's existing policies regarding which student results are/are not included in all AYP reports	App6.5_AsmtInclusionRules2010_11
ODE's AYP Policy and Technical Manual, a summary document including all AMO procedures and reporting	App6.6_AYPManual2011_12
This document provides information for the field related to interpreting all scaled scores for the ORExt.	App7.3b_ORExtScaleScoreInterp2014_15

Descriptions

Appendix 2.2
Appendix 2.2 is a document that summarizes the balanced design vertical scaling plan employed for the ORExt in the 2014-15 administration. The document includes the domain sampling plan for all assessments, as well as the decision rules employed to remove items from the operational item pool prior to vertical scaling and standard setting procedures.

Appendix 2.5
Appendix 2.5 is a document that summarizes the process and participants used to review the linkage between the Essentialized Standards and grade level content standards (CCSS in ELA and Math; ORSci and NGSS in Science), as well as the alignment between operational test items for the ORExt with those Essentialized Standards. In addition, reviewers rated the items for potential bias and access concerns. All data was gathered using the Distributed Item Review (DIR) website, supported by a webinar training and ongoing technical assistance.

Appendix 2.6
Appendix 2.6 is a standard setting report generated by an independent auditor. The report provides a comprehensive evaluation of the bookmark standard setting procedure employed for the ORExt on June 15-17, 2015.

Appendix 4.1.1-4.1.2
Appendix 4.1.1 & 4.1.2 are the PowerPoint trainings that were used by ODE and BRT trainers to train new qualified assessors (QAs) and qualified trainers (QTs) in four regionally hosted webinar trainings in November 2014. QTs also used the package to train New Qualified Assessors for the 2014-15 school year. The training provides participants with the information needed to pass proficiency tests as part of the requirements to become a QA for the Oregon Extended Assessments and was delivered by QTs throughout the state. The training package addresses the following topics:
- What's new in 2014-15
- 2015 Test Window
- Eligibility – which students take AA-AAS?
- Standard Administration/Scaffold Administration?
- Student Confidentiality & Test Security
- Test Administration (Physical & Logistic)
- Scoring & Data Entry
- Reports & Sharing Results with Parents
- 2015 Operational Field Testing Plan
- Navigating the Training and Proficiency website
- Resources

Appendix 4.1.3
Appendix 4.1.3 is a document that provides a comparison of the former Oregon Extended Assessment to the redesigned Oregon Extended Assessment, using a table with what has remained the same and what has changed.

Appendix 4.1.4
Appendix 4.1.4 is the test calendar for the entire Oregon statewide assessment program, including the SBA, OAKS, the ORExt, the ELPA, and the NAEP.

Appendix 4.1.5
Appendix 4.1.5 is a sample agenda that ODE makes available to QTs around the state to train their respective new QAs as they implement the train-the-trainers model used by the Oregon Extended assessment.

Appendix 4.1.6
Appendix 4.1.6 is the list of instructions provided to new QAs and QTs regarding how to access the online training and proficiency website.

Appendix 4.1.7
Appendix 4.1.7 is the list of responsibilities associated with being a QT for the ORExt assessment.

Appendix 4.1.8
Appendix 4.1.8 is the document that contains the most commonly-fielded questions and answers from stakeholders, including parents and teachers.

Appendix 4.1.9
Appendix 4.1.9 provides all of the score distributions by content area and grade level for the ORExt. The document also conveys the mean and standard deviation for all item difficulties and personal ability estimates for the 2014-15 test administration.

Appendix 4.1a
Appendix 4.1a provides stakeholders with visual representation of the structure of the ORExt. Sample items are conveyed in English language arts, mathematics, and science, with the scoring protocol and student materials presented together. Stakeholders can see the structure of each item, as well as how the items are scored. They can also gather an idea about the types of formats that are used for answer choices that are included within the student materials documents.

Appendix 4.1c
Appendix 4.1c is the test specifications document that describes our approach to assessment and test design for the ORExt. The document includes our approach to RDBC, an overview of the essentialization process and EAF documents, the anticipated operational test design for the ORExt, test development considerations, sample test items, item specifications, and universal tools/designated supports/accommodations.

Appendix 4.1g
Appendix 4.1g is the consequential validity report for the spring 2015 consequential validity study conduced by BRT. The report provides document of the perceptions in the field related to both intended and unitended academic and social consequences of the ORExt.

Appendix 4.2.1-4.2.3
Appendices 4.2.1 and 4.2.2 provide the guidance that ODE has provided to assessors to walk them through the online data entry process for the ORExt. This year, data entry was separated into two unique procedures (one hosted by BRT, the other hosted by ODE) by grade level of test administration, so there are two different guidance documents. Secure test distribution was also hosted by BRT this year; Appendix 4.2.3 provides guidance that was distributed to assessors related to secure test orders and distribution.

Appendix 4.3a
Appendix 4.3a is ODE's How to Select, Administer, and Evaluate Accommodations on Oregon's Statewide Assessment manual for 2013-14. The manual trains users regarding how to implement and evaluate appropriate accommodations, from the student level to the systems level.

Appendix 4.3b
Appendix 4.3b is a document that summarizes the procedures used during item development to reduce item depth, breadth, and complexity, in addition to the test specifications information found in Appendix 4.1c. The document also provides more detail regarding how language complexity is addressed and reviewed in an effort to decrease the language load of items and make the test more accessible to all students. The document also discusses ways in which bias is addressed during test development.

Appendix 4.3d
Appendix 4.3d is a document that displays the individual student report (ISR) that ODE publishes for students who participate in the ORExt. The mock-up includes cut scores and achievement level descriptors (ALDs), as well as links to the ODE website for additional information.

Appendix 4.3c
Appendix 4.3c is a document that conveys the results of an equating study that BRT performed. The study equates test performance on the 2014-15 ORExt to test performance on the 2013-14 ORExt using an equipercentile approach. This analysis demonstrated that there was no impact upon ODE Essential Skills policies related to SWSCDs.

Appendix 4.5.1
Appendix 4.5.1 is ODE's General Administration and Scoring Manual for 2014-15. The manual establishes ODE's expectations regarding the test window, utilizing the ORExt training and proficiency website, using the sign language interpreter training and proficiency website, and informing parents. It also provides the following information for stakeholders, including educators and parents:
- Overview of the Extended Assessments
- Assessing a Student
- Scoring
- Decision Making
- Information for Teachers.

The manual provides three appendices that provide guidance regarding the provision of supports, parent questions and answers, and a glossary.

Appendix 4.5.2
Appendix 4.5.2 is the test administration manual for all assessments in the Oregon statewide assessment system, including the SBA, OAKS, the ORExt, and the ELPA.

Appendix 4.5.3
Appendix 4.5.3 is the accessibility options manual for all assessments in the Oregon statewide assessment system, including the SBA, OAKS, the ORExt, and the ELPA. Options include Universal Tools, Designated Supports, and Accommodations. The manual provides guidance regarding use of these options in instruction and assessment, as well as implementation strategies and use evaluation. Each accommodation is coded for use in data analysis related to assessment scores for the SBA and OAKS.

Appendix 4.5.4
Appendix 4.5.4 is the report that summarizes all of the technical assistance questions garnered from the field this year. Efforts are made to find any patterns that our team may use to improve training for the following year.

Appendix 6.2.2a
Appendix 6.2.2a is the guidance that ODE has provided to IEP teams to assist them in making appropriate assessment eligibility determinations for students with disabilities.

Appendix 6.5
Appendix 6.5 is the manual defining the state of Oregon's policies and procedures regarding how students are included in AMO reporting.

Appendix 6.6
Appendix 6.6 includes all AMO processes, making it clear that all students in the grades tested are to participate in Oregon's statewide assessments, including the SBA, OAKS, the Oregon Extended, the ELPA, and the Kindergarten Assessment. The manual also includes official expectations regarding how the 1% reporting cap is handled for the Oregon Extended assessment.

Appendix 7.3b
Appendix 7.3b provides the field with comprehensive information related to scaled score interpretation for the ORExt. The guidance is published in three main areas: 1) Annual performance, 2) Annual growth, and 3) Performance for very low functioning students. Guidance regarding use and interpretation of reading and writing subscores is also provided.